Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary
The Story

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

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

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

There are approximately 327 students in the district and 242 of these students are unduplicated, approximately 74%. Of the 242 unduplicated pupils there are 234 Low-income; 109 English learners; 41 Students with Disabilities; 2 Foster Youth; and 29 pupils classified as Homeless. The Foster Youth coordinator and district homeless liaison ensures the students are able to fully participate in all school activities and programs for which they are eligible. Maxwell Unified School District strives to provide a meaningful, rigorous academic program for all students within a safe and supportive environment, prepare students to be career or college ready, positive contributors to

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

The District's Special Education Performance Indicator Review for 2016-17 indicated we met all 14 indicators except indicator 3. We did not meet the participation rate on the Statewide Assessments (CAASPP) for math. Our math participation rate was 92.3% with a target rate of 95%. In addition, we did not meet the math level 3 or 4 achievement target rate of 11.6%. Our level 3 or 4 achievement rate for math was 11.1%. The District did meet the participation and achievement rates for language arts for 2016-17. After analyzing the data, the district will focus on using the full testing window and stressing the importance of participating in CAASPP testing during IEP's to improve the math participation rate. To improve math achievement rates, the district will make sure students are not pulled out during core curriculum instruction; improve computer and typing skills through the use of interim assessments, IXL, and reading counts; improve site-based interventions through the use of MAP assessments; and address test -taking and testing accommodations during student IEP's.

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.

LCAP Highlights

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

Maxwell stakeholders agreed to change/update our LCAP goals moving forward. We feel these new goals will better align with the state and local indicators of the California School Dashboard and our student/school needs. The goals are as follows:

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

Our 2018-19 LCAP actions/services will focus on several areas.

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

improve school safety and climate at the high school. We will continue to implement social media awareness and character building programs district-wide.

Many of our decision making with respect to actions/services were based on the California School Dashboard Fall 2017 data. There is one area in the Student Group Report where "Orange" is reported - English learner progress (1-12). There were no "Red" areas in the Fall 2017 Dashboard. The status for Mathematics in grade 11 is 121.1 points below Level 3 which highlights an areas of need. The LEA has actions/services in Goal 2 to address the need for improvement for our English learner progress. A bilingual paraprofessional was hired to provide extra support for our English Learners at the high school. This bilingual position will continue for the 2018-19 school year. In addition, a certificated teacher will teach a period of English Language development to support English Language proficiency. Afterschool tutorial support for students is available at all sites to help students who need extra support ELA and mathematics. A Reading Specialist is an Action/Service from Goal 1 that will provide support for ELA/ELD for K-8 students. A goal 1 action/service is to provide a certificated teacher to avoid large class sizes and combination classes which will increase services for our unduplicated pupils and English Learners. Goal 2 has actions/services that provide supplemental math support through either IXL, accelerated math, or other technology based programs to help address interventions in mathematics and language arts. Our staff in-service plans are related to interventions and differentiated instruction to address the needs of our unduplicated students, including English Learners and Special Education students. We will implement Measures of Academic Progress (MAP) to help us address student progress and identify areas of intervention. Other professional development will focus on writing through our Northern California Writing Project Professional Development Grant. For goal 3 we will continue to strive for consistency with discipline, and continue to strive for improving positive recognition programs for students. We will continue focusing on character and anti-bullying programs and assemblies.

Review of Performance

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

Greatest Progress

The California School Dashboard for Maxwell Unified School District highlights a significant increase in mathematics scores for All Students (green indicator) and the White student subgroup (blue indicator) in grades 3 - 8. The English language arts assessment report highlights a significant increase for the White student subgroup (green indicator). In addition, our graduation rate indicator on the California School Dashboard is rated as very high (96.4%) for All Students, Hispanic (100%), and White (100%). The Socioeconomically Disadvantaged subgroup is rated at high (94.4%).

The District continues to build a positive school culture and will build upon this success by continuing to recognize positive behavior and academic successes through awards/certificate recognition programs and ceremonies. For instance, the high school implemented a monthly awards program for students who were recognized by staff members as doing something for others, representing high character, or academic achievement. The elementary school has a weekly reading awards ceremony, Panther of the Month ceremony, Citizenship and Academic Awards ceremonies at the end of grading periods, and Character Counts Awards ceremonies six times a year. Many of these

students receiving recognition are from low-income families, English learners, and students considered homeless. The District had no foster youth in the 2017-18 school year. The District will attempt to add a character building program and addresses social media responsibility to help continue the improvement of district climate. The District will continue to improve school safety and climate at the high school by adding random drug testing, random visits by InterQuest Detection Canines, improve academic and character awards recognition for students, and strive for consistent discipline policies.

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

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

Greatest Needs

Based on the review of state indicators reported on the California School Dashboard, there is one area in the Student Group Report where "orange" is reported: English learner progress (K-12), the percentage of English learners who made progress towards English proficiency (64.5%).

The LEA has actions/services in Goal 2 to address the need for improvement for our English learner progress. A bilingual paraprofessional was hired to provide extra support for our English Learners at the high school. This bilingual position will continue for the 2018-19 school year. In addition, a certificated teacher will teach a period of English Language Development to support English Language proficiency. Afterschool tutorial support for students is available at all sites to help students who need extra support ELA/ELD and mathematics. A Reading Specialist will provide support for ELA/ELD for K-8 students. A goal 1 action/service is to provide a certificated teacher to avoid large class sizes and combination classes which will increase services for our unduplicated pupils and English Learners. Professional development plans include a focus on interventions and differentiated instruction to address the needs of our unduplicated students, including English Learners and Special Education students. We will implement Measures of Academic Progress (MAP) to help us address student progress and identify areas of intervention.

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

Performance Gaps

The California School Dashboard for the Maxwell Unified School District does not have any subgroup scoring two or more performance levels below the "all student" performance. The District will continue to assess and monitor all student groups during the 2018-19 school year.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Maxwell Unified School District will provide unduplicated students (low-income students, English learners, and foster youth) with increased and improved services in the following areas:

*   Provide staff development on intervention and differentiation strategies as well as collaboration time to discuss best practices.
*   Training and coaching for staff on the implementation and use of instructional materials.
*   Staff collaboration time, mentoring, and coaching with the implementation of the California State Standards.
*   Provide students, parents, and staff with a positive school culture and climate, increasing the feeling of safety.
*   Provide GATE opportunities for students to accelerate their learning.
*   Provide InterQuest Detection Canines random searches and random drug testing for athletes to improve school safety and climate at the high school.
*   Provide social media awareness, character building, and anti-bullying programs.
*   Increase data driven decision making based on assessment.
*   Personalized learning experiences.
*   Purchase chromebooks to move towards one-to-one technology devices.
*   Additional technology based supplemental support in mathematics.
*   Provide after school tutorial services by certificated and classified staff to support student academic success.
*   Provide English support for students with small group instruction.
*   Update library software and reading counts books to provide more reading opportunities for students.
*   Provide intervention instructional support in reading and math.
*   Provide instructional support, English Language proficiency support, and parent communication support with a bilingual paraprofessional at the high school.
*   Provide certificated instructional support for increased English learner proficiency.
*   Provide certificated staff with three days professional development opportunities (one required/two staff decision) to able staff to focus on their particular area of need.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$4,302,601
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$518,634.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The District's projected General Fund Expenditures for the 2018-19 school year total is $ 4,302,601. The majority of the expenditures not included in the LCAP are personnel costs for salary, health benefits contributions, statutory employer payroll taxes for all certificated and classified employees. Books and supplies are also included in this amount. Under Services and Other Operating accounts includes professional services; such as, home to school transportation, liability insurance,

technology support, and utilities. Other Outgo accounts for $231,054 which is the SELPA projected bill back.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$3,709,085

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

2017-18 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 **17-18** 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.	Priority 1a: 100% of our teachers are appropriately assigned and 100% of our teachers are appropriately credentialed as verified through our 2017 - 18 School Accountability Report Cards (SARC).
Metric/Indicator Priority 1: Local Indicator/ Instructional materials	Priority 1b: 100% of our pupils in the school district have sufficient access to the standard-aligned instructional materials in all content areas as verified by a district board resolution and Williams report.

Expected	Actual

17-18
1b. Continue to maintain 100% of the classrooms as having sufficient instructional materials, as verified by a district board resolution and Williams report.

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

Metric/Indicator
Priority 1: Local Indicator/ Facilities in good repair

17-18
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).

Priority 1c:
Overall, the District has a rating of "good" condition as measured by the Facility Inspection Tool (FIT). Areas at the high school rated fair include windows/doors/gates/fences, water fountains, and sewer. The music room portable has some trim and siding that needs replacing along with new paint. In addition, metal door jam is starting to rust. Repairs will be accomplished in the summer of 2018. All areas at the elementary site were rated as "good" in the FIT report.

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

17-18
2a. Continue to provide opportunities for staff to further their implementation of the academic content standards and performance standards. Use the Local Indicator Reflection tool to assess the progress made by staff.

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

Priority 2a:
According to the Local Indicator Reflection Tool the staff rated progress in implementation of state academic standards as follows: ELA and ELD (aligned to ELA standards) as being in the initial implementation stage. Math for these areas was rated in the full implementation stage. The Next Generation in Science Standards was rated in the early training and planning stage. History-Social Science was rated in the initial implementation 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 and were rated as being in the early training and planning stage.

Expected	Actual

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

17-18
2b. Continue to implement and maintain programs and services to enable English learners to access California State Standards so they can gain academic knowledge in English language arts and mathematics.

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

Priority 2b:
The district's programs and services enable English learners to access the California State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency. For instance, we adopted a new English Language Arts curriculum that also includes an English Language Development component approve by the California Department of Education. At the high school, our bilingual aide supported our English learners with extra support in all core subjects. Staff rated their progress as being in the initial implementation stage. All teachers have CLAD or SDAIE certified to support English language development within their classrooms.

Metric/Indicator
Priority 7: Local Metric/A broad course of study

17-18
7a. Continue to maintain and offer a broad course of study for all students districtwide, in all subject areas.

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

Priority 7a:
Students are offered a broad course of study. A Spanish course was added in 2016-17 to our elective program in middle school. 100% of middle school students also have the option of taking band, extra support in math, or extra support in reading as an elective. 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. Additionally, our Career Technical Education (CTE) program is designed to meet students needs by offering CTE pathways in plant science and agricultural mechanics.

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

17-18
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.

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

Expected	Actual
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs **17-18** 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.	Priority 7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
K-12 English language arts/English language development (ELA/ELD) textbooks review and select by staff, review by the public, and adopt by the Board of Education by June 1, 2017. This will increase the access to current materials for all unduplicated pupils. The order placed July 1, 2017.	ELA/ELD textbooks were adopted by the Board in June 2017 for grades K-8. Textbooks were ordered in July 2017. Grades 9-12 were not ordered as staff wanted to use novels to cover the 9-12 standards. Textbooks will be purchased in July 2018 as we will have new English staff.	Textbooks 4000-4999: Books And Supplies Base $41,000	Expenditures include cost of the StudySync program for Jr. High and the Wonders program for K-5. 4000-4999: Books And Supplies Base $44,754.13

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
K-12 English Language Arts/English Language Development training provided for the new textbook adoption, with a focus on improving instruction for all unduplicated pupils. One day on site August 2017. 3 days Fall,	ELA/ELD training was included in the cost of the textbook adoptions. Teachers were trained at the beginning of the year in-service days and through webinars throughout the school year. Jr.	Training 5800: Professional/Consulting Services And Operating Expenditures LCFF $28,000	No actual expenditure for this action. $0

Winter, and Spring of 2017/18 school year.	High staff will need additional training in StudySync.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pacing guides and course of studies developed and correlated with California standards for English Language Arts/English Language Development or other broad course of study areas. Subject Matter Coaching and Mentoring Support provided if available/needed.	Subject matter coaching and mentoring was not utilized by staff other than through teacher collaboration. Pacing guides and course of studies were part of the language arts adoption materials with no extra cost.	Standards/Pacing Guides 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,500	No actual expenditure for this action. Not Applicable $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
K - 8 Reading Specialist to support teachers and provide interventions for students.	A K-8 Reading Specialist was funded to provide reading support for teachers and students. The Reading Specialist teacher provided interventions and ELD support through small group instruction.	Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $91,055	The Reading Specialist was funded for grades K-8. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $91,055

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Reading Intervention teacher, ELA small group support, and credit recovery support to students in grades 9 - 12.	This was funded for the 2017-18 school year. This action/service was unsuccessful as the teacher funded was out during the school year because of illness.	Instructional Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $95,952	Funding of a certificated teacher for the 2017-18 school year. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $95,952

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue update of library software and books for reading counts/libraries if funding available.	Books were purchased for the elementary school library through a CTA grant.	software and books 4000-4999: Books And Supplies Supplemental and Concentration $5,000	Books were purchased through reading grant. 4000-4999: Books And Supplies Other $0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a certificated teacher to avoid large class sizes and combination classes which will increase services for our unduplicated pupils and English Learners.	A certificated teacher was hired to alleviate large class size at the begining of the school year. In addition, another certificated teacher was added after the first semester because of large class sizes in grade 1.	Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $61,908.28	Cost of two certificated teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $96,383.26

Analysis

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

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

During the school 2017-18 year, we adopted ELA/ELD for grades K-8. ELA/ELD professional development was offered during in-service days and through webinars. The K-8 certificated reading specialist was utilized to support teachers and students in reading. Two certificated teachers were hired to offer small class sizes at the elementary school which supports extra services for our unduplicated and English Learners. Library books were purchased through a CTA sponsored reading grant. Credit recovery was offered to students in grades 9-12. Pacing guides and courses of study were utilized through our textbook adoptions materials.

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

Having a K-8 reading specialist has been very effective in providing intervention support for students. The high school reading intervention/credit recovery teacher was only partially successful because of teacher illness. Many students were successful in recovering credits needed to graduated high school. Our unduplicated students, English Learners, and homeless students receiving these services showed improvement based on local pre/post assessment data. We were effective in implementing the ELA/ELD adoption for grades K-8 as well as the related professional development. Our school library saw a significant increase in book offerings for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had several materials differences in our actions/services. Our action/service 2 material difference was because of the professional development cost was included in the purchase of the textbook adoptions, so this expenditure was not needed. This was also true for action/service 3 as this was included in our textbook adoption and no planned budgeted funding was needed. The material difference for item 6 was because of a reading grant received through CTA and the planned funding was not needed to purchase books for the library this school year. We increased the projected funding for action/service 7 because of the additional certificated teacher added mid-term.

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

Analysis:
After analyzing the results of the actions/services and actual expected outcomes, the Maxwell Unified School District will continue to provide a broad course of study for all of our student subgroups. For the 2018-19 school year, the following changes will take place as a result of this analysis and engagement of stakeholders.

Changes:
There are no changes to goal 1 for the 2018-19 school year. Action/Service 1 will be modified to ELA/ELD textbooks for grades 9-12 to be reviewed and select by staff, reviewed by the public, and adopted by the Board of Education and ordered placed by August 1, 2018. In addition, date changes modifications were made for the history/social science adoption process to give us more time to review textbook options. Action/Service 2 language will be modified to allow for flexibility when history/social science professional development occurs and through what platform (on-site, webinar, etc.). In addition, language was added to provide ELA/ELD professional development for grades 9-12. Action/Service 3 was modified to include pacing guides, subject matter coaching, and mentoring support for history/social science. Action/Service 5 will be modified to remove reading intervention class for grades 9-12. Credit recovery, online classes, and small group ELA will be offered for students during four periods of the school day. Students can take a reading class online if needed to support reading growth. Action 7 was modified to add an additional certificated teacher at the elementary school to improve services for our unduplicated students. Action/Service 8 will be added to the 2018-19 school year to purchase needed musical instruments/repairs to help provide a Broad Course of Study for unduplicated students and to improve access to performing arts.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

2017-18 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 **17-18** 4a. Increase the English Language Arts Met or Exceeded scores, from the 2016 scores, by at least 3%.	Priority 4a. Performance on Standardized test CAASPP data: English Language Arts: Met or Exceeded 2015 2016 2017 Grade 3: 35% 35% 50% Grade 4: 46% 35% 52% Grade 5 25% 57% 42% Grade 6 42% 8% 50% Grade 7 30% 28% 15% Grade 8 14% 21% 32% Grade 11 44% 31% 39%

| | Expected | Actual |

Expected

Baseline
4a. Performance on Standardized test:
CAASPP data:
English Language Arts: Met or Exceeded

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

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

17-18
4a. Increase the Mathematics Met or Exceeded scores, from the 2016 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%	0%

Metric/Indicator
Priority 4: The Academic Performance Index

17-18
4b. The Academic Performance Index - Multiple measure replacement for the API still under development, once it has been determined a baseline can be established.

Actual

4a. Performance on Standardized test CAASPP data:

Mathematics: Met or Exceeded

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

Priority 4b:
Multiple measure replacement for the API still under development, once it has been determined a baseline can be established.

Expected	Actual
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 **17-18** 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%	Priority 4c: 28.6% of the students in the 2016 - 17 cohort (28 students) were prepared. 50% of the students were approaching prepared and 21.4% of the students were not prepared based on the 2017 fall CA School Dashboard results.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator **17-18** 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%).	Priority 4d: English Learner Progress: Based on the CA School Dashboard results, the English Learner Progress has a low status (64.5%) and maintained (-0.9%).
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates **17-18** 4e. EL reclassification rate: Continue to increase the number of English learners that are reclassified by3%.	Priority 4e: English Learner Reclassification Rates: Elementary School: 2017-2018: 5 of the 80 students tested (6.25%) were re-designated Fluent English Proficient. High School: 2017-2018: 1 of the 29 students tested (4.3%) were re-designated Fluent English Proficient. District level: 2017-2018: 6 of the 109 students tested (5.6%) were re-designated Fluent English Proficient.

Expected	Actual
Baseline 4e. English Learner Reclassification Rate: Elementary School: 2016-2017: 10 of the 83 students tested (12%) were re-designated Fluent English Proficient High School: 2016-2017: 4 of the 20 students tested (20%) were re-designated Fluent English Proficient District level: 2016-2017: 14 of the 103 students tested (14%) were re-designated Fluent English Proficient	These low reclassification rates suggest the District needs to improve services for our English learner students. The District will utilize the elementary school principal as the new ELD coordinator. The District plans to increase English learner reclassification rates by adding 40 minutes of designated ELD time at the elementary school and designating a period of certificated ELD instruction at the high school.
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate **17-18** 4f. Increase the number of students at Maxwell High School who take the AP exams during the 2017-18 school year. **Baseline** 4f. No students at Maxwell High School took AP exams during the 2016-2017 school year.	Priority 4f: 0 of the students at Maxwell High School took AP exams during the 2017-2018 school year. We do not offer AP classes at Maxwell High School.
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **17-18** 4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2016 scores.	Priority 4g: 39.13% of our juniors scored ready or conditionally ready for college in Language Arts (Early Assessment Program) in 2016-17 school year. 17.39% of our juniors were ready or conditionally ready for college in Mathematics (EAP) in the 2016-17 school year. CAASPP Scores: English Lang. Arts: Met or Exceeded 2015 2016 2017 Grade 11 44% 31% 39% Mathematics: Met or Exceeded 2015 2016 2017 Grade 11 14% 0% 17%

| | Expected | Actual |

Expected | **Actual**

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

CAASPP Scores:
English Lang. Arts: Met or Exceeded
2015   2016
Grade 11   44%   31%
Mathematics: Met or Exceeded
2015   2016
Grade 11   14%   19%

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

17-18
8. Increase the number of students who demonstrate mathematical understanding, in grades 3-12, using STAR math during the 2017-18 school year.

Priority 8:
Of the high school 2016-17 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. 2017-18 data is not available at this time.

In Grades 3 -8 STAR Math assessment in the 2017-18 school year.
Graded 3 did not have data for growth as two tests were not taken during the school year.
3rd Grade (18 students): Pretest average scale score of 506; posttest average scale score of 595 which is a 89 point increase.
4th Grade (15 students): Pretest average scale score of 595; posttest average scale score of 644 which is a 49 point increase.
5th Grade (24 students): Pretest average scale score of 583; posttest average scale score of 651 which is a 68 point increase.
6th Grade (21 students): Pretest average scale score of 724; posttest average scale score of 763 which is a 39 point increase.
7th Grade (20 students): Pretest average scale score of 718; posttest average scale score of 755 which is a 37 point increase.
8th Grade (19 students): Pretest average scale score of 750; posttest average scale score of 782 which is a 32 point increase.

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 2016-17 school year.
Graded 3 did not have data for growth as two tests were not taken during the school year.
4th Grade (15 students): Pretest average scale score of 616; posttest average scale score of 698 which is an 82 point increase.
5th Grade (24 students): Pretest average scale score of 667; posttest average scale score of 702 which is a 35 point increase.
6th Grade (21 students): Pretest average scale score of 720; posttest average scale score of 748 which is a 28 point increase.
7th Grade (26 students): Pretest average scale score of 705; posttest average scale score of 735 which is a 30 point increase.
8th Grade (19 students): Pretest average scale score of 811; posttest average scale score of 820 which is a 9 point increase.

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

17-18
8. Increase the number of students Lexile measures in ELA, in grades 1-12, using local ELA assessments during the 2017-18 school year.

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 2017-18 school year:

1st Grade McLeod (21 students): 11 Grade 1 or Below;5 Grade 2, Early; 3 Grade 2, Late;1 early 4th; 1 late 4th
Lexile (8 students): 4 students made lexile growth; 4 made lexile growth of 100 lexiles or more

2nd Grade McLeod (33 students): 13 grade 1 or below; 5 early 2nd grade; 7 late second grade; 5 early 3rd grade; 3 late 3rd grade
Lexile (33 students): 14 students made lexile growth, 11 made lexile growth of 100 lexiles or more

3rd Grade McLeod (19 students): 2 early 2nd grade; 3 late 2nd grade; 4 early 3rd grade; 2 late 3rd grade; 2 early 4th grade; 2 late 4th grade; 2 early 5th grade; 1 late fifth grade; 1 grade 7 or above
Lexile (19 students): 17 students made lexile growth; 14 made growth of 100 lexiles or more

Expected	Actual
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 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	4th Grade McLeod (42 students): 21 grade 1 or below; 5 late 2nd grade; 2 early 3rd grade; 2 late 3rd grade; 2 early 4th grade; 6 late 4th grade; 4 early 5th grade; 4 late fifth grade; 4 early 6th grade; 6 late sixth grade; 3 7th grade or above Lexile (42 students): 34 students made lexile growth, 18 made growth of 100 or more lexiles 5th Grade McLeod (24 students): 5 late 3rd grade; 4 early 4th grade; 2 late 4th grade; 2 early 5th grade; 2 late fifth grade; 2 early 6th grade; 1 late 6th grade; 6 grade 7 or above Lexile (24 students): 24 students made Lexile growth; 14 students improved by 100 Lexiles or more

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff in-service will be provided on Intervention strategies and differentiated instruction as well as collaboration time to discuss best practices and review case studies. This will be completed during monthly collaboration meetings and staff development days. One mandatory day and two days of individualized professional development is offered as well.	Teachers used their individual professional development days to access interventions and differentiated instruction as needed. Best practices were discussed and collaboration time was provided on intervention strategies and differentiated instruction. WASC preparation was accomplished on high school collaboration days. Funding was not needed for this action/service as professional development days are covered in action/service 12.	Professional Development/Collaboration Time 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000	Funding was not needed for this action/service. $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will be provided in-service on implementing the California State Standards in ELA/ELD as well as collaboration time to discuss best practices and case studies. This will be completed during monthly collaboration meetings as well as staff development will be scheduled.	K-8 utilized professional development through the purchase of their ELA/ELD adoption programs. In-service was offered on-site as well as through webinars offered through the adopted programs.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000	Cost associated with this action/service was not needed as the professional development was part of the adopted programs. $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide math interventions for middle school students using	Accelerated math and the IXL program was utilized for math	Instructional Support 4000-4999: Books And Supplies	Cost of Accelerated math and IXL programs. 4000-4999: Books And

accelerated math and IXL program.	interventions and extra support for grades 6-8.	Supplemental and Concentration $2,664	Supplies Supplemental and Concentration $ 2,664

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental math support for grades K - 5 using the technology based IXL program.	The IXL program was utilized for math interventions and extra support in grades k-5.	Instructional Support 4000-4999: Books And Supplies Supplemental and Concentration $4,702	Cost of IXL program for grades K-5. 4000-4999: Books And Supplies Supplemental and Concentration $2,110

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental math support using technology based accelerated math for grades 9 - 12.	Accelerated math was used to provide interventions and extra support for grades 9-12.	Instructional Support 4000-4999: Books And Supplies Supplemental and Concentration $2,664	Cost of accelerated math program for grades 9-12. 4000-4999: Books And Supplies Supplemental and Concentration $2,664

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Qualifying unduplicated students will be offered GATE opportunities after school.	Qualified GATE students were offered enrichment activities after school.	GATE Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,365	Cost of GATE programs and GATE stipend. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $5,257

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue purchase of chromebooks until each school is one to one.	Ninety additional chromebooks were purchased this school year to move closer to a 1-1 ratio.	Technology 4000-4999: Books And Supplies Supplemental and Concentration $12,000	Cost of purchasing additional chromebooks 4000-4999: Books And Supplies Supplemental and Concentration $19,254

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Budget for replacement technology as needed. For instance replacement cost of student chromebooks and staff computers.	Replacement computers and laptops were purchased during the school year.	Technology 4000-4999: Books And Supplies Supplemental and Concentration $2,500	Cost of replacement computers and laptops. 4000-4999: Books And Supplies Supplemental and Concentration $7,498

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A bilingual paraprofessional will be utilized at the high school to help support English Learner progress.	A bilingual paraprofessional was utilized at the high school to support our English Learners.	English Learner Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration $13,113	cost of classified bilingual paraprofessional. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $13,113

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After School tutorial services will be provided by certificated and classified staff to support students academic success.	Many certificated staff offered after school tutorial opportunities.	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,000	Cost of certificated tutorial services. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $5,754

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summer school opportunities will be provided for students K - 12	Summer school opportunities were provided for students in grades 4-12.	0001-0999: Unrestricted: Locally Defined Supplemental and Concentration $13,000	Cost of summer school programs. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7,024

Action 12

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Three days of professional development opportunities for certificated staff (one required/two staff decision) during the school year to able staff to focus on area of needs for unduplicated pupils.	Certificated staff utilized the two days of individual professional development and the required one day of professional development.	Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $23,516	Cost of certificated salaries for professional development days. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $29,915

Analysis

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

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

The majority of the actions/services were implemented. The focus of staff collaboration days was discipline and classroom management, Implementation of the K-8 ELA/ELD textbook adoptions, CAASPP assessment training, technology training, and high school WASC preparation and visit. Math interventions and supplemental support was successfully accomplished at all schools. Additional chromebooks were purchased and replacement computers as needed. English Learners at the high school received additional support through our bilingual paraprofessional. Summer school opportunities were provided for students as well as after school tutorial sessions.

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

Having the technology based supplemental and intervention math programs was very effective support for students. Our unduplicated students, English Learners, and homeless students receiving these services showed improvement based on local pre/post assessment data. Many teachers expressed in the staff surveys their appreciation of being able to focus on professional development that fits their needs. Having more chromebooks has increased the effectiveness of student learning as this resource is more readily available, especially with our new ELA/ELD adoption as it is technology based.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference with action/service 1 as this cost was covered in action/service 12. Action/Service 2 material difference was due to these services being part of the cost of the ELA/ELD adoption program. There was a material difference for Action 4 as the cost of IXL for grades K-5 was less expensive than anticipated. Action 6 had a material differences because of the increased cost of the GATE stipend in negotiations as well as an increase in classes offered. There was a material difference for Action 7 as we decided to purchase additional chromebooks to accelerate the process of reaching our goal of 1-1 student/chromebook ratio to improve services for our unduplicated students. Action 8 had a material difference because of need computers such as the

elementary site secretary in additional to J-Touch devices for classrooms. There was a material difference in Action 11 as all the anticipated funding was not needed for summer school. Our high school summer program cost is based on the number of students as we are charged per online student/credit recovery. We did not have as many high school students participate as expected. Action 10 had a material difference because many teachers help student s after school and do not run a formal tutorial. The after school program at the elementary site is funded through an after school grant. We will attempt to improve these services for the 2018-19 school year. Action 12 was a material difference because of increase salary due to raises and step and column movement for certificated employees.

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

Analysis:
After analyzing the results of the actions and the local indicators on the California School Dashboard, we will continue to provide and improve supplemental and intervention support to students. We will provide additional certificate support to our English Learners as this was our only orange area on our Fall 2017 California School Dashboard.

Changes:
There are no changes to Goal 2 for the 2018-2019 school year. Actions/Services for 3, 4, and 5 will be modified with more general language so as not to be geared to specific programs such as IXL and accelerated math. The reason for this is to use intervention programs that are in-line with the Measures of Academic Progress (MAP) assessment system. Action/Service 9 will be modified to include extra support from a certificated teacher for English Learner proficiency as this was our only orange area on the California School Dashboard. Action/Service 11 is modified to provide summer school for students in grades 4 - 12 as this is what has been historically offered. Action/Service 13 was added for the 2018-19 school year to address our need to provide and improve Career Technical Education (CTE) Pathway opportunities for students. Action/Service 14 was added for the 2018-19 school year address our need to have a uniform interim assessment system that tracks student progress and identifies areas for intervention (MAP).

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

2017-18 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 **17-18** 3a. Using the survey results from the 2016-17 school year, increase the the number of parents participating in the annual survey. Increase the number of parent who feel their input in the education of their child is valued. Continue to increase the standards for high school students and maintain good attendance for meetings and school functions and events.	Priority 3a: Our parent participation in the Spring 2018 Survey compared to the Spring 2017 survey remained relatively constant 13 to 12, a decrease of 1. 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 increased as 92% rated this as a positive. We will continue to try and increase parent input into school decisions related to the State Priorities through improved communication. Some other areas of concern and thus focus areas are: high standards/classes for high school school students; improve interventions and after school tutoring; more access to computers for students; better communication through electronic services; continue to improve on updating Aeries on student progress; continue to improve on fun activities for students. The staff and administration will continue to focus on these areas and strive to continue to improve our academic expectations, perceptions of community, communications, and school climates. There was

Expected	Actual
Baseline Priority 3: Parental Involvement (Engagement) including parents of unduplicated students and parents of students with exceptional need. 3a. We had an increase of 13 parents participating in the Spring 2017 Survey compared to the Spring 2016 survey responses, as compare to 5. The numbers are still quite low as only 18 parents participated in the survey. It was offered in Spanish but was not utilized. Most of the 35 survey questions had a majority of positive responses. The question of the school values my input was split pretty evenly with a few parents not feeling their input is valued. We will continue to try and increase parent input into school decisions related to the State Priorities through improved communication. Most the 35 survey questions had a majority of positive responses. The question of the school values my input was split pretty evenly with a few parents not feeling their input was valued. Another area of concern and thus focus area is the response to the question that the high school has high standards for all students. The staff and administration has focused on this area and is striving to continue to improve our expectations and the perception of some of our parents. There was good attendance for meetings: literacy night, agriculture advisory meeting, Rodeo committee, and LCAP stakeholder meeting, Site Council, and DELAC meeting.	good attendance for meetings: literacy night, agriculture advisory meeting, Rodeo committee, Site Council, and DELAC meetings.
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **17-18** 3b. Continue to maintain or increase the average of 20 parents participating in the DELAC meetings and other school related functions during the 2017-18 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.	Priority 3b: The district was able to maintain the same level (average of 20 parents) of participation in the DELAC meetings and other school related functions during the 2017 -18 school year as verified by sign-in sheets.
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **17-18** 3c. Continue to maintain the 80-90%, or increase the number of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2017-18 school year.	Priority 3c: The district was able to maintain the 80-90% of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2017-18 school year.

Expected	Actual
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 **17-18** 5a. Continue to maintain or improve the district's overall attendance rate of 95% for the 2017-18 school year. (Aeries Data) **Baseline** 5a. The district's overall attendance rate is 95%. (Aeries Data)	Priority 5a: The district's overall attendance rate for the 2017-18 school year is 95.18%. (LCFF Calculator)
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **17-18** 5b. Continue to decrease the district's chronic absenteeism rate of 8% for the 2017-18 school year. (Aeries Data) **Baseline** 5b. The district's chronic absenteeism rate is 8%. (Aeries Data)	Priority 5b: The district's chronic absenteeism rate on the CA School Dashboard for the 2016 - 17 school year is 8.5%.
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **17-18** 5c. Continue to maintain the middle school dropout rate of 0% for the 2017-18 school year. (DataQuest 2016-17) **Baseline** 5c. The middle school dropout rate is 0%. (DataQuest 2015-16)	Priority 5c: The middle school dropout rate is 0%. (DataQuest 2016-17)
Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate **17-18** 5d. Continue to decrease the high school cohort dropout rate of 3.6% for the 2017-18 school year. **Baseline** 5d. The high school cohort dropout rate is 3.6%.	Priority 5d: The high school dropout rate is 0%. (DataQuest 2016-17)

	Expected	Actual

Expected	Actual
Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator **17-18** 5e. Continue to maintain or improve the high school cohort graduation rate is 96.4% for the 2017-18 school year. (DataQuest 2016-17) **Baseline** 5e. The high school cohort graduation rate is 96.4%. (DataQuest 2015-16)	Priority 5e: The high school cohort graduation rate is 96.4% based on the 2017 fall CA School Dashboard results.
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **17-18** 6a. Continue to decrease the suspension rate of 4.3% for the 2017-18 school year. (DataQuest 2015-16) **Baseline** 6a. The suspension rate is 4.3%. (DataQuest 2014-15)	Priority 6a: The suspension rate is 6.9% based on the 2017 fall CA School Dashboard results.
Metric/Indicator Priority 6: Local Metric/Expulsion rate **17-18** 6b. Continue to maintain the expulsion rate of 0% for the 2017-18 school year. (DataQuest 2015-16) **Baseline** 6b. The expulsion rate is 0%. (DataQuest 2014-15)	Priortiy 6b: The expulsion rate is 0%. (DataQuest 2016-17)
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **17-18** 6c. Using the results from the California Healthy Kids Survey and results from local surveys, continue to increase the sense of safety, school connectedness for all students, including English learners, students with exceptional needs, and low income for the 2017-18 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.	Priority 6c: Our California Healthy Kids Survey results showed a positive increase when comparing the 2016 results to the 2018 results. Our "Overall Supports and Engagement" School Climate Index Score increased from 272 to 352, an 80 point increase. The average state score 300. Our "Overall Low Violence and Substance Abuse" School Climate Index Score increased from 279 to 290, an increase of 11 points. Our state percentile rank increased from 27% in 2016 to 70% in 2018, an increase of 46%. A 70% score means 70% of the California schools scored the same or lower than Maxwell. One area of the school climate index score that decreased was :Low Harassment and bullying". This will need to be an area of increased focus for the district.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement random searches by Interquest Detection Canines of North Valley to support a safe environment for students. One time purchase of a breathalyzer for Maxwell High School.	The Interquest Detection Canines was successfully implemented along with the purchase of a breathalyzer.	Random Unlawful Contraband Searches 5000-5999: Services And Other Operating Expenditures Base $3,300	Cost of the Interquest detection canines and breathalyzer. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,892.87

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Parent, student, and staff surveys were given in the spring 2018. Data was analyzed for focus areas and areas of concern.	Survey Monkey - Surveys 4000-4999: Books And Supplies Supplemental and Concentration $500	Cost of Survey Monkey 4000-4999: Books And Supplies Supplemental and Concentration $300

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Assemblies and program on character building and social media awareness such as the program "icanhelp"	"ICANHELP" social media awareness assemblies were offered at both sites. Character building assemblies with Mister Brown were offered at both sites.	Character Building assemblies and program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,500	Cost of "ICANHELP" and Mister Brown Assemblies. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,400

Action 4

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

Implement random drug testing program for students participating in extracurricular activities(sports).	The random drug testing program was implemeted at the high school for participants in extracurricular activities,	Random Drug Testing Company 5000-5999: Services And Other Operating Expenditures Base $3,300	Cost of the random drug testing services. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,140

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide awards/ribbons for positive student recognition.	Awards and ribbons were purchased for student recognition.	Student recognition 4000-4999: Books And Supplies Supplemental and Concentration $4,000	Cost of awards and ribbons. 4000-4999: Books And Supplies Supplemental and Concentration $790

Analysis

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

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

All of the actions/services for Goal 3 were implemented to achieve the articulated goal.

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

The listed actions and services were implemented successfully. The detection canines and drug testing programs have had a positive effect on school climate, safety, and student expectations. Student, parent, and staff surveys showed a need for continued emphasis on improving discipline, school safety, and school climate. We also had assemblies addressing character building and cyberbullying. Positive awards and recognition programs were utilized by both school sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference for Action 1 as the cost of the Detection canines and higher than anticipated. There was a material difference for action 2 as the cost of Survey Monkey was less expensive than anticipated. There was material difference with action/service 3 as the cost of the social media awareness and character building assemblies exceeded $2,500 as we added Mister Brown "Choose Well" character building assemblies in the spring. There was a material difference for action 4 as the cost of the drug testing program was less expensive that anticipated. There was a material difference with Action 5 as we did not purchase as many items for reward and recognition as anticipated.

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

Analysis:
After analyzing the results of the actions/services and gathering input from our stakeholders, improving school climate will continue to be a focus for all of our student subgroups. For the 2018-19 school year, the following changes will take place as a result of this analysis and engagement of stakeholders.

Changes:
Goal 3 is not changed for the 2018-19 school year. Action/Service 1 will be modified for the 2018-19 school year as we purchased a breathalyzer so this does not need to be part of the action/service. Action/Service 3 will be modified for the 2018-19 school year to give flexibility on programs/assemblies offered.   Action/Service 6 is a new action that will provide uniforms for high school physical education and equipment for Physical education and recess/break time to help improve school culture and climate. Action/Service 7 is a new action that will provide Family Literacy Nights in order to engage parents and the community in a positive school culture and climate.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

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

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

District Informational/Input Meetings:
Board Meetings:
*September 13, 2017 - The meeting provided Need for Fully Qualified Educators (Priority 1)
*September 13, 2017 - The meeting provided State Test Results and survey information for School Climate - Stakeholder Engagement Activities (Priorities 4 and 6).
*February 14, 2018 - School Safety (Priority 6)
*June 14, 2018 - School Site Plans.

Strategic Planning/Board Workshop Meetings (Open to the Public):
*March 1, 2018 - Meeting included site visit, setting direction for the district, and best practices of developing and implementing LCAP's.

Community/Parent Meetings - District English Learners' Advisory Committee (DELAC): The meetings had members that represented unduplicated parents, staff members, community members, and district personnel.
*October 27, 2017 - Maxwell Elementary School - Discussion of actions in LCAP took place. ELPAC results. CAASPP results.
*December 1, 2017 - Maxwell Elementary School - An overview took place on how to support English learners and to provide parents with the understanding of how to support their child at school. LCAP Discussion of actions.
*January 26, 2018 - Maxwell Elementary School LCAP, California School Dashboard, and Safety Plan were discussed.
*June 1, 2018 - Maxwell Elementary School - Discussion and approval of the Consolidated Application for Federal funding.

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

Parent Advisory Committee input meetings:(Review of data and LCAP, revision of SPSA and set priorities)
School Site Council Elementary/Middle School:
*September 11, 2017 October 2, 2017, November 6, 2017, December 4, 2017, January 8, 2018, February 5, 2018, March 5, 2018, April 9, 2018, May 7, 2018 - Each meeting had a standing agenda item to discuss goals/actions/services/expenditures in the LCAP.

School Site Council High School:
*September 11, 2017, October 16, 2017, December 18, 2017, January 22, 2018, February 26, 2018(no quorum), March 19, 2018(no quorum), April 16, 2018(no quorum), and May 24, 2018 - Each meeting had a standing agenda item to discuss goals/actions/services/expenditures in the LCAP.

Consultations Meetings:
CSEA/MTA/District Personnel Meetings: May 16, 2018 - The LCAP was shared and discussed. Discussion on the completion of the Annual Update and actions/services for the 2018-19 school year.

Surveys:
*Student Online Survey conducted May 2018 - 186 student surveys were completed.
*Parent Online Survey conducted May 2018 - 12 parent surveys were completed.
*Staff Online Survey conducted May 2018 - 13 staff surveys were completed.

Public Hearing for 2018-19 LCAP held on: June 13, 2018 Board members present: Cristy Edwards, Diana Azevedo, Kim Giffin, Tom Charter, Kelly Haywood. Public Discussion: No Public comment
Board Meeting - 2018-19 LCAP submitted for board approval on: June 14, 2018 - LCAP unanimously approved. (4 votes Yes, 0 No) (Board members present: Tom Charter, Kim Giffin, Kelly Haywood, Diana Azevedo)

Impact on LCAP and Annual Update

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

District Informational/Input Meetings:
Board Meetings:
*September 13, 2017 - The meeting provided Need for Fully Qualified Educators (Priority 1) - no impact or changes to the LCAP.

*September 13, 2017 - The meeting provided State Test Results and survey information for School Climate - Stakeholder Engagement Activities (Priorities 4 and 6). - no impact or changes to the LCAP.
*February 14, 2018 - School Safety (Priority 6) - no impact or changes to the LCAP.
*June 14, 2018 - School Site Plans - no impact or changes to the LCAP.

Strategic Planning/Board Workshop Meetings (Open to the Public):
*March 1, 2018 - Meeting included site visit setting direction for the district, and best practices of developing and implementing the goals of the LCAP.

Community/Parent Meetings - District English Learners' Advisory Committee (DELAC): The meetings had members that represented unduplicated parents, staff members, community members, and district personnel.
*October 27, 2017 - Maxwell Elementary School - Discussion of actions in LCAP took place. ELPAC results. CAASPP results. No impact or changes to the LCAP.
*December 1, 2017 - Maxwell Elementary School - An overview took place on how to support English learners and to provide parents with the understanding of how to support their child at school. LCAP Discussion of actions/services. No Impact or changes to LCAP.
*January 26, 2018 - Maxwell Elementary School LCAP, California School Dashboard, and Safety Plan were discussed. No impact or changes to the LCAP.
*June 1, 2018 - Maxwell Elementary School - Discussion and approval of the Consolidated Application for Federal funding. No impact or changes to the LCAP.

Parent Advisory Committee input meetings:(Review of data and LCAP, revision of SPSA and set priorities)
School Site Council Elementary/Middle School:
*September 11, 2017 October 2, 2017, November 6, 2017, December 4, 2017, January 8, 2018, February 5, 2018, March 5, 2018, April 9, 2018, May 7, 2018 - Each meeting had a standing agenda item to discuss goals/actions/services/expenditures in the LCAP.
There was no impact or changes to the LCAP in the site council meetings.

School Site Council High School:
*September 11, 2017, October 16, 2017, December 18, 2017, January 22, 2018, February 26, 2018(no quorum), March 19, 2018(no quorum), April 16, 2018(no quorum), and May 24, 2018 - Each meeting had a standing agenda item to discuss goals/actions/services/expenditures in the LCAP.
There was no impact or changes to the LCAP during the site council meetings.

Consultations Meetings:
CSEA/MTA/District Personnel Meetings: May 16, 2018 - The LCAP was shared and discussed. Discussions included the completion of the Annual Update and actions/services for the 2018-19 school year. It was discussed to modify and add actions/services to the 2018-19 LCAP year.

Surveys:

*Student Online Survey conducted May 2018 - approximately 186 student surveys were completed.
*Parent Online Survey conducted May 2018 - approximately 13 parent surveys were completed.
*Staff Online Survey conducted May 2018 - approximately 12 staff surveys were completed.

Public Hearing for 2018-19 LCAP held on: June 13, 2018 Public Comments/Impact on LCAP: There was no public comment at the June 13, 2018 Hearing.
Board Meeting - 2018-19 LCAP submitted for board approval on: June 14, 2018 - LCAP unanimously approved. (4 to 0; Board members in present: Tom Charter, Kim Giffin, Kelly Haywood, Diana Azevedo)
Additional Information:
After meeting with and surveying stakeholders, the District has identified common recurring themes which are identified below. The themes are reflected in the goals, action/services and investments of the District. Common themes included:
*School Climate
*Bullying
*Differentiated Instruction and Interventions for Students
*Availability of instructional materials
*Increased communication between school and home
*Professional development supporting California State Standards Curriculum and Technology
*Course rigor, meeting UC and CSU requirements for admission

Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and staff observation, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.
*Academic supports that meet the individual student needs (e.g. Special Education)
*Connecting classroom learning to real world experiences (e.g., career pathways, linked learning, internships)
*College and Career Readiness Preparation
*Technology (Full implementation of one-to-one) (implementation of interactive J-touch screens in all classrooms)
*School-Family Communications (e.g., automated phone calls, newsletters, bulletins, college credit)
*Review and collaborative discussions on school discipline expectations.
*Bullying and School Climate
*Access to teaching materials and textbooks
*Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria
*Technology supports (e.g., computers, software)

The following is a detailed description of the 2018-19 Local Control and Accountability Plan activities:
New activities provided to stakeholder groups during the course of the year included:
* English/Language Arts (ELA) curriculum was adopted for grades K-8. Grades 9-12 will adopt ELA in July 2018.
* Two staff members attended professional development related to CAASPP testing, state interim assessments, and the state digital library. Staff came back to their sites and gave in-service to other staff members.

* Once again, *Technology made a significant jump this year with the installation of 3 sets of 30 chrome books and charging stations as well j-touch interactive boards. We are moving closer to becoming 1-1 student-chromebook ratio.
* Maxwell High School made adjustments to the master schedule as faculty was decreased with the possibility of losing Necessary Small High School Funding. Two periods of credit recovery were offered. Two dual enrollment classes were offered through Woodland Community College and our business department. Students had the
option of enrolling in Computer Applications and Coding and/or Career Planning and Development. An extra period of floral Design was added to our schedule as well as Agricultural Communications. Fuel Education was utilized for our online classes. Students had access to more 150 a - g courses through this online program.
* Accelerated math was used for supplemental math support for students in grades 9 - 12.
* Jr. high school students were offered reading interventions, band, and Spanish during their elective period.
* K - 8 students were provided extra math support through the IXL technology based math program.
* Teachers were given the opportunity to be paid for 3 days of professional development that linked to their professional growth. One day was provided by the district. This day focused on student mental health and our Suicide Prevention Plan. In addition, the elementary site focused on ELA/ELD professional development and the high
school site prepared for the upcoming WASC visit. Teachers focused on their specific needs for the remaining two days of professional development during weekends and/or summer recess.
* The high school received a six year WASC accreditation.
* The High School continued the implementation of pathways for Career and Technical Education.
* Several teachers were involved in the New Teacher Induction program and the District provided mentors to work with them throughout the school year.
* The District provided base line assessments for all student's reading levels and further developed a reading program to encourage and support reading. Formative reading growth assessments have shown significant growth.
* The Elementary School had a full time Reading Specialist working with groups of students including English Learners, foster youth, homeless youth, and socioeconomic disadvantaged students
* Tutorial was offered after school for elementary/middle school students. High School students on academic probation were required to attend three days of after school tutorial per week.
* The elementary school implemented a Family Literacy Night that was well attended by families.
* Summer school was offered for grades 4-12 in the summer of 2017. Grades 9-12 attended at the Village in Williams through the Colusa County Office of Education.
* A summer reading program was offered at the elementary school.
* The Footsteps to Brilliance "And Literacy for All" program was continued for families.
* The icanhelp social media awareness program/assembly and the Mister Brown Character Building Assembly were offered at both school sites.
* Athlete drug testing and canine contraband searches occurred at the high school.

Engagement data provided to stakeholders:
*The District's attendance Rate is 95% or better (96.05%).
*There were no drop-outs in the most recent Dataquest data 2016-17.

*The District has a minimal (6.9%) suspension rate and 0% expulsion rate based on the most recent Dataquest data (2016-17).

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

2018-19 School Year:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Identified Needs: To continue to provide access and increase options for all students to a broad course of study aligned with California State Standards. Graduating students need to be prepared for college and career. All students will have access to a broad course of study, taught by highly qualified teachers, which includes all the subjects. The need for Priority 1 is to recruit and retain Highly Qualified Teachers, provide all students with sufficient instructional materials, and maintain both schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT). The need for Priority 2 is to increase student academic achievement through lessons using California state standards and standards aligned materials. The need for Priority 7 is to provide a broad course of study for all students, including English learners and students with disabilities.

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

Expected Annual Measurable Outcomes

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

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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.			
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	7b. 100% of our programs and services developed and provided are available to all unduplicated students.	7b. 100% of our programs and services developed and provided are available to all unduplicated students.	7b. 100% of our programs and services developed and provided are available to all unduplicated students.	7b. 100% of our programs and services developed and provided are available to all unduplicated students.
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.	7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.	7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.	7c. 100% of our programs and services developed and provided are available to all individuals with exceptional needs.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
K-12 English language arts/English language development (ELA/ELD) textbooks review and select by staff, review by the public, and adopt by the Board of Education by June 1, 2017. This will increase the access to current materials for all unduplicated pupils. The order placed July 1, 2017.	K-12 History Social-Science textbooks or other textbooks in a broad course of study, reviewed and selected by staff, reviewed by the public, and adopted by the Board of Education by June 1, 2019. This will increase the access to current materials for all unduplicated pupils. The order will be placed July 1, 2019. Grades 9-12 ELA/ELD textbooks reviewed, reviewed by the public, and adopted by the Board of Education, and purchased by August 1, 2018.	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 1, 2019. This will increase the access to current materials for all unduplicated pupils. The order placed July 1, 2019.

Budgeted Expenditures

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

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
K-12 English Language Arts/English Language Development training provided for the new textbook adoption, with a focus on improving instruction for all unduplicated pupils. One day on site August 2017. 3 days Fall, Winter, and Spring of 2017/18 school year.	K-12 History-Social Science textbook training provided, with a focus on improving instruction for all unduplicated pupils. Professional development through the 2018-19 school year as needed using various platforms. Professional development, using various platforms, for grades 9-12 ELA/ELD adoption for the 2018-19 school year will be used.	K-12 Next Generation of Science Standards textbook training provided, with a focus on improving instruction for all unduplicated pupils. One day on site August 2019. 3 day Fall, Winter, and Spring of 2019/20 school year.

Budgeted Expenditures

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

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pacing guides and course of studies developed and correlated with California standards for English Language Arts/English Language Development or other broad course of study areas. Subject Matter Coaching and Mentoring Support provided if available/needed.	Pacing guides and course of studies developed and correlated with California standards for the History-Social Science or other broad course of study areas. Subject Matter Expert Coaching and Mentoring Support provided if available/needed.	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.

Budgeted Expenditures

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

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue update of library software and books for reading counts/libraries if funding available.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Schools: Maxwell Elementary School

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a certificated teacher to avoid large class sizes and combination classes which will increase services for our unduplicated pupils and English Learners.	Provide two elementary school teachers to avoid large class sizes and combination classes which will increase services for our unduplicated and English Learners.	See description for 2018-19

Budgeted Expenditures

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

Action 8

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

<div align="center">

OR

</div>

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

2018-19 School Year:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Identified Needs: The needs for Priority 4 is to continue to increase student achievement results for all students, including significant subgroups. Ensure that English learners are gaining one year of proficiency for each year of schooling. Develop actions/services to increase proficiency/growth on CAASPP testing. Provide high-quality education for all students so they are college or career ready or both upon graduation from high school. The need for Priority 8 is to ensure student outcomes in a broad course of study meet the district requirements for graduation, for all students.

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic	4a. Performance on Standardized test:	4a. Increase the English Language Arts	4a. Increase the English Language Arts	4a. Increase the English Language Arts

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Indicator/Grades 3-8 ELA SBAC results	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%	Met or Exceeded scores, from the 2016 scores, by at least 3%.	Met or Exceeded scores, from the 2017 scores, by at least 3%.	Met or Exceeded scores, from the 2018 scores, by at least 3%.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	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%	4a. Increase the Mathematics Met or Exceeded scores, from the 2016 scores, by at least 3%.	4a. Increase the Mathematics Met or Exceeded scores, from the 2017 scores, by at least 3%.	4a. Increase the Mathematics Met or Exceeded scores, from the 2018 scores, by at least 3%.

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Indicator/Reclassification rates	2016-2017: 10 of the 83 students tested (12%) were re-designated Fluent English Proficient High School: 2016-2017: 4 of the 20 students tested (20%) were re-designated Fluent English Proficient District level: 2016-2017: 14 of the 103 students tested (14%) were re-designated Fluent English Proficient	English learners that are reclassified by3%.	English learners that are reclassified by3%.	English learners that are reclassified by3%.
Priority 4: State Indicator/College and Career Indicator/AP pass rate	4f. No students at Maxwell High School took AP exams during the 2016-2017 school year.	4f. Increase the number of students at Maxwell High School who take the AP exams during the 2017-18 school year.	4f. Increase the number of students at Maxwell High School who take the AP exams during the 2018-19 school year.	4f. Increase the number of students at Maxwell High School who take the AP exams during the 2019-20 school year.
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	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.	4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2016 scores.	4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2017 scores.	4g. Increase the number of students passing the Early Assessment Program in both ELA and Mathematics by at least 3%, from the 2018 scores.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	CAASPP Scores: English Lang. Arts: Met or Exceeded 2015 2016 Grade 11 44% 31% Mathematics: Met or Exceeded 2015 2016 Grade 11 14% 19%			
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	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.	8. Increase the number of students who demonstrate mathematical understanding, in grades 3-12, using STAR math during the 2017-18 school year.	8. Increase the number of students who demonstrate mathematical understanding, in grades 3-12, using STAR math during the 2018-19 school year.	8. Increase the number of students who demonstrate mathematical understanding, in grades 3-12, using STAR math during the 2019-20 school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	4th Grade (15 students): Pretest average scale score of 616; posttest average scale score of 698 which is an 82 point increase. 5th Grade (24 students): Pretest average scale score of 667; posttest average scale score of 702 which is a 35 point increase. 6th Grade (21 students): Pretest average scale score of 720; posttest average scale score of 748 which is a 28 point increase. 7th Grade (26 students): Pretest average scale score of 705; posttest average scale score of 735 which is a 30 point increase. 8th Grade (19 students): Pretest average scale score of 811; posttest average scale score of 820 which is a 9 point increase.			
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	8. Grades 1 - 12 students are assessed in reading using the McLeod Assessment, San Diego Quick, and Lexile Measure. The	8. Increase the number of students Lexile measures in ELA, in grades 1-12, using local ELA assessments	8. Increase the number of students Lexile measures in ELA, in grades 1-12, using local ELA assessments	8. Increase the number of students Lexile measures in ELA, in grades 1-12, using local ELA assessments

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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	during the 2017-18 school year.	during the 2018-19 school year.	during the 2019-20 school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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			

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

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff in-service will be provided on Intervention strategies and differentiated instruction as well as collaboration time to	See description for 2017-18	See description for 2017-18

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will be provided in-service on implementing the California State Standards in ELA/ELD as well as collaboration time to discuss best practices and case studies. This will be completed during monthly collaboration meetings as well as staff development will be scheduled.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 3

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

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

OR

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide math interventions for middle school students using accelerated math and IXL program.	Provide math interventions for middle school students using technology based interventions programs.	See description for 2018-19

Budgeted Expenditures

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

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide supplemental math support for grades K - 5 using the technology based IXL program.	Provide supplemental math support for grades K - 5 using technology based intervention programs.	See description for 2018-19

Budgeted Expenditures

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

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| English Learners
Foster Youth
Low Income | Schoolwide | Specific Schools: Maxwell High School
Specific Grade Spans: 9 - 12 |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide supplemental math support using technology based accelerated math for grades 9 - 12.	Provide supplemental math support using technology based intervention programs for grades 9 - 12.	See description for 2018-19

Budgeted Expenditures

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

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Maxwell Elementary School and Maxwell Middle School

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Qualifying unduplicated students will be offered GATE opportunities after school.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners	LEA-wide	All Schools
Foster Youth		
Low Income		

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue purchase of chromebooks until each school is one to one.	see description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Budget for replacement technology as needed. For instance replacement cost of student chromebooks and staff computers.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A bilingual paraprofessional will be utilized at the high school to help support English Learner progress.	A bilingual paraprofessional will be utilized at the high school to help support English Learner progress. In addition, a certificated teacher will teach one period of ELD at the high school to help support English Learner Progress.	A bilingual paraprofessional will be utilized at the high school to help support English Learner progress.

Budgeted Expenditures

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

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
After School tutorial services will be provided by certificated and classified staff to support students academic success.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners		
Foster Youth		
Low Income		

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Summer school opportunities will be provided for students K-12	Summer school opportunities will be provided for students behind grade level or for credit recovery in grades 4 - 12.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13,000	$20,000	See amount for 2018-19
Source	Supplemental and Concentration	Supplemental and Concentration	See Source for 2018-19
Budget Reference	0001-0999: Unrestricted: Locally Defined Summer School	0001-0999: Unrestricted: Locally Defined Summer School	See Budget Reference for 2018-19

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Three days of professional development opportunities for certificated staff (one required/two staff decision) during the school year to able staff to focus on area of needs for unduplicated pupils.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 13

All	All Schools

OR

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

Actions/Services

	New Action	Unchanged Action
	Provide support and research expansion of CTE pathway offerings through adding a agriculture teacher position and professional development opportunities related to career pathways.	See description for 2018-19

Budgeted Expenditures

Amount		$80,000	See amount for 2018-19
Source		Other	See Source for 2018-19
Budget Reference		1000-1999: Certificated Personnel Salaries CTE Pathways	See Budget Reference for 2018-19

Action 14

All	All Schools

OR

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

Actions/Services

	New Action	Unchanged Action
	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.	See description for 2018-19

Budgeted Expenditures

Amount		$15,000	See amount for 2018-19
Source		Supplemental and Concentration	See Source for 2018-19
Budget Reference		4000-4999: Books And Supplies MAP Assessment	See Budget Reference for 2018-19

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

2018-19 School Year:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Identified Needs: The needs for Priority 3 are to Increase efforts to seek parent, student, and staff input to build interpersonal relationships and enhance institutional environment, especially promoting participation for all unduplicated pupil subgroups. The need for Priority 5 is to increase attendance rates and graduation rates. The needs for Priority 6 are to increase the feeling of safety for all students and to decrease suspension rates. Creating a set of norms and values that focus everyone's attention on what is most important and motivates them to work towards a common purpose will be necessary. Implement character education and anti-bullying/cyberbullying assemblies and programs. Continue working with boy's and girl's Circle and with County Mental Health. Implement random drug testing program and unlawful contraband searches using trained K9's to help provide a safe productive learning environment at the high school.

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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.			
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3b. After the DELAC meeting was changed from the evening to Friday mornings, directly following the Reading Awards, the attendance increased from 1 parent	3b. Continue to maintain or increase the average of 20 parents participating in the DELAC meetings and other school related	3b. Continue to maintain or increase the average of 20 parents participating in the DELAC meetings and other school related	3b. Continue to maintain or increase the average of 20 parents participating in the DELAC meetings and other school related

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	to an average of 20 parents per meeting.	functions during the 2017-18 school year.	functions during the 2018-19 school year.	functions during the 2019-20 school year.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3c. IEP meetings were well attended by the parents of students with exceptional needs. 80%-90% of the students at the high school level, all except 2 students, participated in extra-curricular activities: sports, football, baseball, basketball, volleyball, and other curricular activities, parents attended these events	3c. Continue to maintain the 80-90%, or increase the number of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2017-18 school year.	3c. Continue to maintain the 80-90%, or increase the number of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2018-19 school year.	3c. Continue to maintain the 80-90%, or increase the number of parents attending both IEP meetings and other curricular activities or events where their child participates, during the 2019-20 school year.
Priority 5: Local Metric/Student Engagement/School attendance rates	5a. The district's overall attendance rate is 95%. (Aeries Data)	5a. Continue to maintain or improve the district's overall attendance rate of 95% for the 2017-18 school year. (Aeries Data)	5a. Continue to maintain or improve the district's overall attendance rate of 95% for the 2018-19 school year. (Aeries Data)	5a. Continue to maintain or improve the district's overall attendance rate of 95% for the 2019-20 school year. (Aeries Data)
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	5b. The district's chronic absenteeism rate is 8%. (Aeries Data)	5b. Continue to decrease the district's chronic absenteeism rate of 8% for the 2017-18 school year. (Aeries Data)	5b. Continue to decrease the district's chronic absenteeism rate of 8% for the 2017-18 school year. (Aeries Data)	5b. Continue to decrease the district's chronic absenteeism rate of 8% for the 2017-18 school year. (Aeries Data)
Priority 5: Local Metric/Middle school dropout rate	5c. The middle school dropout rate is 0%. (DataQuest 2015-16)	5c. Continue to maintain the middle school dropout rate of 0% for the 2017-18 school year. (DataQuest 2016-17)	5c. Continue to maintain the middle school dropout rate of 0% for the 2017-18 school year. (DataQuest 2017-18)	5c. Continue to maintain the middle school dropout rate of 0% for the 2017-18 school year. (DataQuest 2018-19)

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		low income for the 2017-18 school year.		low income for the 2019-20 school year.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement random searches by Interquest Detection Canines of North Valley to support a safe environment for students. One time purchase of a breathalyzer for Maxwell High School.	Implement random searches by Interquest Detection Canines of North Valley to support a safe environment for students.	See description for 2018-19

Budgeted Expenditures

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

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide parent, student, and staff surveys that address the State priorities listed in	See description for 2017-18	See description for 2017-18

the LCAP. Observations and conversations to be included. Surveys to be provided each spring. Surveys will analyzed and discussed with all stakeholder groups.		

Budgeted Expenditures

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

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Assemblies and program on character building and social media awareness such as the program "icanhelp"	Provide Assemblies and programs on character building, anti-bullying, and social media awareness.	See description for 2018-19

Budgeted Expenditures

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

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

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

Actions/Services

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

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

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement random drug testing program for students participating in extracurricular activities(sports).	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide awards/ribbons for positive student recognition.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Action 6

All	All Schools

<div align="center">OR</div>

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

Actions/Services

	New Action	Unchanged Action
	Provide uniforms for high school physical education and equipment for Physical education and recess/break time to help improve school culture and climate.	See description for 2018-19

Budgeted Expenditures

Amount		$5,000	See amount for 2018-19
Source		LCFF	See Source for 2018-19
Budget Reference		4000-4999: Books And Supplies Uniforms and equipment	See Budget Reference for 2018-19

Action 7

All	Specific Schools: Maxwell Elemetary School Specific Grade Spans: K - 5

OR

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

Actions/Services

	New Action	Unchanged Action
	Provide Family Literacy Nights in order to engage parents and the community in a positive school culture and climate.	See description for 2018-19

Budgeted Expenditures

Amount		$2,000	See amount for 2018-19
Source		Title I	See Source for 2018-19
Budget Reference		5000-5999: Services And Other Operating Expenditures Parent Engagement	See Budget Reference for 2018-19

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$653,140	21.96%

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

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

2018-19 School Year:

The Maxwell Unified School District, under the Local Control Funding Formula (LCFF), estimates the Supplemental and Concentration grant funding will be approximately $653,140 for the 2018-19 school year. Additionally, the Maxwell Unified School District will need to increase or improve services to all unduplicated pupils by 21.96%. There are approximately 327 students in the district and 242 of these students are unduplicated, approximately 74%. Of the 242 unduplicated pupils there are 234 Low-income; 109 English learners; 41 Students with Disabilities; 2 Foster Youth; and 29 pupils classified as Homeless. The Maxwell Unified School District has determined these actions/services described in the LCAP are the most effective use of funds to close the achievement gap and meet the needs of all unduplicated pupils. With the high percentage of unduplicated, approximately 74%, the implementation of actions will predominately be on a district-wide basis. This will not only improve the achievement for the unduplicated student groups, the remaining 26% of students will also benefit from the approach of closing the achievement gap and raising student achievement.

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

The Maxwell Unified School District intends to support all students, including unduplicated, by implementing and/or maintaining intervention programs, increasing access to technology, maintaining high quality staff, supporting parents by improving communication to families, and providing high quality professional learning for staff. Through consultation of the LCAP Parent Advisory Committee

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

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

and District English Learner Advisory Committee, the 2018-19 estimated LCFF Supplemental and Concentration funds will be used in the following ways:

Goal 1:

Action 3: Pacing guides and course of studies developed and correlated with California standards for English Language Arts/English Language Development as well as other broad course of study areas, will be principally directed towards and effective in improving outcomes for all unduplicated pupils. Cost for this action $1,500.

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

Action 5: By providing a ELA small class support and credit recovery support, and online class options in grades 9 - 12, that will be effective in improving outcomes in ELA and to maintain cohort graduation rates for all unduplicated pupils. Cost for this action $80,000.

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

Action 7: Two certificated teaching positions will reduce class sizes and will improve services for all unduplicated pupils by increasing teacher contact time and additional support for English learners. Cost for this action $153,634.

Action 8: Cost of additional instruments, replacement instruments, and repairs on instruments to improve access for unduplicated students to performing arts. Cost for this action $5,000.

Goal 2:

Action 1: Providing staff in-service on intervention strategies and differentiated instruction, including staff collaboration time, this action will be principally directed towards and effective in improving instruction and learning outcomes for all unduplicated students. Cost for this action $10,000.

Action 2: Staff will be provided training on implementing the California State ELA/ELD standards, including staff collaboration time analyzing and discussing best practices and case studies, this action will be principally directed towards and improving outcomes for all unduplicated pupils, especially English learners. Cost for this action $5,000.

Action 3: Math interventions for middle school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action $5,000.

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

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

Action 4: Math intervention for elementary school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action $5,000.

Action 5: Math interventions for high school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action $5,000.

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

Action 7: Supporting learning through technology, Chromebooks, will be principally directed towards all unduplicated pupils by moving towards one to one devices. Cost for this action $24,000.

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

Action 9: A bilingual paraprofessional will be utilized at the high school and will be targeted toward supporting and improving progress of all English Learners. Cost for this action $30,000.

Action 10: After School tutorial services will be provided by certificated and classified staff and will be principally directed towards and effective in increasing all unduplicated students' academic success. Cost for this action $20,000.

Action 11: Summer school opportunities will be provided and will be principally directed towards all unduplicated students in the district, K-12. Cost for this action $20,000.

Action 12: Professional development opportunities for certificated staff will be offered during the school year to support staff in providing quality services to all unduplicated pupils. Cost for this action $23,516.

Action 14: Implement a district-wide technology-bases benchmark assessment system (Measures of Academic Progress - MAP). The cost of implementation is $15,000 which will include the program, training for staff, and a summer conference.

Goal 3:

Action 2: Surveys will be provided to all parents, students, and staff to gather information on the progress of State and Local priorities listed in the LCAP. Surveys and other sources of data will be analyzed to ensure actions and services to increase outcomes of all unduplicated pupils is improving. Cost for this action $500.

Action 3: Assemblies and program on character building and social media awareness, such as the program "icanhelp" will be provided to all pupils, with the focus to improve pupil engagement and school climate for all unduplicated pupils. Cost for this action $20,000.

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

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

Action 5: Awards/ribbons will be provided for positive student recognition, including all unduplicated pupils subgroups. Cost for this action $10,000.

Action 6: Provide uniforms for high school physical education and equipment for physical education and recess/break time to help with improving culture/climate and improve access for unduplicated students. Cost of this action $5,000.

Action 7: Provide Family Literacy Nights in order to engage parents and the community in a positive school culture and climate and to improve access to Literature for unduplicated students and families. Cost of this action $2,000.

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$444,177	15.81%

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

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

2017-18 School Year:

The Maxwell Unified School District, under the Local Control Funding Formula (LCFF), estimates the Supplemental and Concentration grant funding will be approximately $444,177 for the 2017-18 school year. Additionally, the Maxwell Unified School District will need to increase or improve services to all unduplicated pupils by 8.40%. There are approximately 326 students in the district and 251 of these students are unduplicated, approximately 77%. Of the 251 unduplicated pupils there are 243 Low-income; 108 English learners; 44 Students with Disabilities; 0 Foster Youth; and 26 pupils classified as Homeless. The Maxwell Unified School District has determined these actions/services described in the LCAP are the most effective use of funds to close the achievement gap and meet the needs of all unduplicated pupils. With the high percentage of unduplicated, approximately 77%, the implementation of actions will predominately be on a district-wide basis. This will not only improve the achievement for the unduplicated student groups, the remaining 23% of students will also benefit from the approach of closing the achievement gap and raising student achievement.

The Maxwell Unified School District intends to support all students, including unduplicated, by implementing and/or maintaining intervention programs, increasing access to technology, maintaining high quality staff, supporting parents by improving communication to families, and providing high quality professional learning for staff. Through consultation of the LCAP Parent Advisory Committee and District English Learner Advisory Committee, the 2017-18 estimated LCFF Supplemental and Concentration funds will be used in the following ways:

Goal 1:

Action 3: Pacing guides and course of studies developed and correlated with California standards for English Language Arts/English Language Development as well as other broad course of study areas, will be principally directed towards and effective in improving outcomes for all unduplicated pupils. Cost for this action $1,500.

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

Action 5: By providing a Reading Intervention teacher, ELA small group support, and credit recovery support in grades 9 - 12, that will be principally directed towards and effective in improving outcomes in reading and to maintain cohort graduation rates for all unduplicated pupils. Cost for this action $95,952.

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

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

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

Action 7: An additional certificated teaching position will reduce class sizes and will improve services for all unduplicated pupils by increasing teacher contact time and additional support for English learners. Cost for this action $61,908.28.

Goal 2:

Action 1: Providing staff in-service on intervention strategies and differentiated instruction, including staff collaboration time, this action will be principally directed towards and effective in improving instruction and learning outcomes for all unduplicated students. Cost for this action $10,000.

Action 2: Staff will be provided training on implementing the California State ELA/ELD standards, including staff collaboration time analyzing and discussing best practices and case studies, this action will be principally directed towards and improving outcomes for all unduplicated pupils, especially English learners. Cost for this action $5,000.

Action 3: Math interventions for middle school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action $2,664.

Action 4: Math intervention for elementary school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action $4,702.

Action 5: Math interventions for high school students will be implemented and will be principally directed towards all unduplicated pupils. Cost for this action $2,664.

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

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

Action 8: Replacement costs for technology, will be principally directed towards unduplicated by ensuring devices are replaced on an ongoing basis so students and staff always have access. Cost for this action $2,500.

Action 9: A bilingual paraprofessional will be utilized at the high school and will be targeted toward supporting and improving progress of all English Learners. Cost for this action 13,113

Action 10: After School tutorial services will be provided by certificated and classified staff and will be principally directed towards and effective in increasing all unduplicated students' academic success. Cost for this action $20,000.

Action 11: Summer school opportunities will be provided and will be principally directed towards all unduplicated students in the district, K-12. Cost for this action $13,000.

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

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

Action 12: Professional development opportunities for certificated staff will be offered during the school year to support staff in providing quality services to all unduplicated pupils. Cost for this action $23,516.

Goal 3:

Action 2: Surveys will be provided to all parents, students, and staff to gather information on the progress of State and Local priorities listed in the LCAP. Surveys and other sources of data will be analyzed to ensure actions and services to increase outcomes of all unduplicated pupils is improving. Cost for this action $500.

Action 3: Assemblies and program on character building and social media awareness, such as the program "icanhelp" will be provided to all pupils, with the focus to improve pupil engagement and school climate for all unduplicated pupils. Cost for this action $2,500.

Action 5: Awards/ribbons will be provided for positive student recognition, including all unduplicated pupils subgroups. Cost for this action $4,000.

The Maxwell Unified School District believes that the services provided in this LCAP are the most effective use of funds to meet the district's Annual Measurable Outcomes for all pupils, including all unduplicated pupil subgroups. The District will additionally strive to include additional paraeducator support and remediation course activities which are targeted to increase outcomes for all unduplicated students. The above actions and funds will be used to implement, predominately district-wide; however services will be principally directed towards or targeted towards specific unduplicated student subgroups. The District's ultimate goal is to increase the percentage of students reaching proficiency on the CELDT/ELPAC, CAASPP, and other State and locally determined measures.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

    * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

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

Related State and/or Local Priorities
List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need
Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes
For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.
The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served
The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
>	Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services
>	Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	449,539.28	435,920.26	458,539.28	518,634.00	92,613.00	1,069,786.28
	0.00	0.00	0.00	0.00	0.00	0.00
Base	47,600.00	44,754.13	56,600.00	53,500.00	50,000.00	160,100.00
LCFF	28,000.00	0.00	28,000.00	33,000.00	28,000.00	89,000.00
Other	0.00	0.00	0.00	80,000.00	0.00	80,000.00
See Source for 2017-18	0.00	0.00	0.00	10,000.00	0.00	10,000.00
Supplemental and Concentration	373,939.28	391,166.13	373,939.28	340,134.00	14,613.00	728,686.28
Title I	0.00	0.00	0.00	2,000.00	0.00	2,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	449,539.28	435,920.26	458,539.28	518,634.00	92,613.00	1,069,786.28
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	13,000.00	0.00	13,000.00	20,000.00	0.00	33,000.00
1000-1999: Certificated Personnel Salaries	294,796.28	331,340.26	294,796.28	313,634.00	0.00	608,430.28
2000-2999: Classified Personnel Salaries	13,113.00	13,113.00	13,113.00	30,000.00	13,113.00	56,226.00
4000-4999: Books And Supplies	75,030.00	80,034.13	84,030.00	90,000.00	50,000.00	224,030.00
5000-5999: Services And Other Operating Expenditures	6,600.00	6,032.87	6,600.00	5,500.00	0.00	12,100.00
5800: Professional/Consulting Services And Operating Expenditures	47,000.00	5,400.00	47,000.00	49,500.00	29,500.00	126,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
See Budget Reference for 2017-18	0.00	0.00	0.00	10,000.00	0.00	10,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	449,539.28	435,920.26	458,539.28	518,634.00	92,613.00	1,069,786.28
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	13,000.00	0.00	13,000.00	20,000.00	0.00	33,000.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	80,000.00	0.00	80,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	294,796.28	331,340.26	294,796.28	233,634.00	0.00	528,430.28
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	13,113.00	13,113.00	13,113.00	30,000.00	13,113.00	56,226.00
4000-4999: Books And Supplies	Base	41,000.00	44,754.13	50,000.00	50,000.00	50,000.00	150,000.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	5,000.00	0.00	5,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	34,030.00	35,280.00	34,030.00	35,000.00	0.00	69,030.00
5000-5999: Services And Other Operating Expenditures	Base	6,600.00	0.00	6,600.00	3,500.00	0.00	10,100.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	6,032.87	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	0.00	2,000.00	0.00	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	28,000.00	0.00	28,000.00	28,000.00	28,000.00	84,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	19,000.00	5,400.00	19,000.00	21,500.00	1,500.00	42,000.00
Not Applicable		0.00	0.00	0.00	0.00	0.00	0.00
See Budget Reference for 2017-18	See Source for 2017-18	0.00	0.00	0.00	10,000.00	0.00	10,000.00

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

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	324,415.28	328,144.39	333,415.28	318,134.00	79,500.00	731,049.28
Goal 2	111,524.00	95,253.00	111,524.00	160,000.00	13,113.00	284,637.00
Goal 3	13,600.00	12,522.87	13,600.00	40,500.00	0.00	54,100.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00

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