

2018-19 School Plan for Student Achievement

School: Rhoda Maxwell Elementary School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Principal: Bradley Clagg
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Rhoda Maxwell Elementary School's Vision and Mission Statements

"Be the Spark that Inspires"

MISSION STATEMENT

Our mission is to inspire all students to become respectful individuals and creative thinkers.

VISION STATEMENT

Our school environment is one in which all learners grow and succeed. We value and accommodate diversity. We support our learners because they are capable, and we believe in them. Our teaching practices are both reflective of and responsive to the needs of our students. Families are recognized as partners in the learning process. We embrace communication between staff and the community as we work to create the best learning opportunities for all children.

BELIEF STATEMENTS

- Hold high expectations for ourselves and our students.
- Celebrate staff and student successes.
- Provide a safe, caring, and respectful learning environment that promotes high academic achievement and personal growth.
- Engage parents and the community in student learning and decision making.
- Commit to exemplary instructional practices.
- Participate in ongoing professional development to ensure we are using current research-based programs, practices, and strategies.
- Engage in reflective practice to ensure we are meeting the needs of the students in a standards-based classroom.
- Assist and support students in the effective use of technology.

Community and School Profile

School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 50,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,403 students in the 2015-2016 school year. Maxwell Elementary School operates on a traditional calendar, and during the 2015-16 school year, 500 students were enrolled in grades transitional kindergarten through six. Student body demographics are listed below:

Enrollment by Ethnic Group 2016-17

Percentage

Black or African American 1.3%
American Indian or Alaska Native 0.9%
Asian 3.1%
Hispanic or Latino 71.6%
Native Hawaiian or Pacific Islander 0.2%
White 20%
Two or More Races 0.7%
Socioeconomically Disadvantaged 78.9%
English Learners 37.1%
Students with Disabilities 16.6%
Foster Youth 0.6%

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys of staff to provide feedback on the implementation of new initiatives or programs takes place in order to better meet the needs of staff and students and to provide support.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal conducts weekly informal observations and formal observations through out the year. Walkthroughs that include district and other site administrators take place during the year including walkthroughs with Superintendent, Dr. Armstrong that are scheduled throughout the year. Maxwell leadership team will be conducting walkthroughs with the principal and grade level teams.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As a staff we utilize district benchmarks assessments and data to create school-wide goals in ELA, math and ELD for the year. We utilize CELDT-ELPAC data to create leveled groups based on language proficiency levels for intensive instruction across grade levels. On-going formative assessment results and district benchmarks are used to monitor student growth and guide instruction and differentiation according to student needs. Students in TK through six grade who are falling behind in English language arts or math are afforded intervention during and after school. Teachers collaborate weekly to discuss strategies and action plans that best support school-wide goals designed to improve student achievement. Teachers, EL Specialist , Response to Intervention Specialist, and Principal meet twice a year, once in the fall and then in the spring to conduct data analysis and plan interventions to support students. In addition, teachers also identify target standards, discuss and agree on instructional strategies and analyze student data and student work. Every six weeks, teachers look at student assessments to determine academic areas to target. Assessments also help determine additional support for students that are falling behind benchmarks.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Specific grade level content standards (Common Core) are assessed weekly, providing students with immediate feedback and reteaching, if necessary. Student progress is monitored during monthly collaborative assessment of student products (work) for the purpose of guiding instruction, and identifying students who need reteaching. Grade level data analysis and planning sessions occur as well as a constant monitoring of classroom students each six weeks (Case Management) to examine district benchmark assessment data, identify content cluster areas for reteaching and to plan lessons.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff at Maxwell are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at Maxwell have had access to Common Core Training, Math Expressions and Close Reading training and teacher collaboration days to discuss new Standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing staff development opportunities are determined through data and reflected areas of need. New teachers will be guided to obtain training in existing school programs and new common core standards. Ongoing formative assessments continue to be evaluated to ensure alignment to the common core standards. Data from the local assessments are used to plan future instruction and our focus of differentiated instructional practices is implemented to support students' needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers work with students experiencing low performance, and all teachers share in the responsibility of using standards-based instruction, differentiation, and research-based best practices to support these students in reaching proficiency in all areas.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers at Maxwell collaborate by grade level, every Wednesday, following a monthly schedule, which was agreed upon by the entire staff: First Wednesday of the month- one hour of instructional planning, identifying instructional strategies, lesson vocabulary, and student engagement strategies Second Wednesday- Teacher Grade Level Collaboration Third Wednesday- Teachers bring student products to assess collaboratively, determine lesson effectiveness and next steps for students not reaching proficiency Fourth Wednesday- Staff development .

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At Maxwell Elementary, we are committed to ensuring that our curriculum and instruction are aligned to State content standards and that materials support these efforts.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers create master schedules at the beginning of the year identifying instructional minutes for each core subject area, which are aligned with State requirements, by grade level.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District, with teacher input, is creating lesson pacing schedules for ELA, ELD and Math. Teachers will utilize these schedules to guide instructional pacing.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to District adopted, standards-based instructional materials in English language arts, mathematics, science, social studies, and English language development. We are presently reviewing and implementing new curriculum offerings in physical education and visual-performing arts.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students at Maxwell have access to SBE- adopted materials, including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Data is analyzed to target specific areas of need so teachers can differentiate instruction to best meet student need. We have developed an uninterrupted language arts block, where students in grades 4-6 are leveled for intensive intervention in fluency, decoding, and word analysis. All students in grades TK-6 are provided targeted instruction during our school-wide Response to Intervention on a daily basis.. All English language learners receive at least forty-five minutes of English language development daily. All kindergarten teachers provide a full day kindergarten program for all students to build foundations for success. Maxwell has also added a full day Transitional Kinder class for students born between September 2nd and December 2, 2012. in order to provide younger students a strong literacy foundation and prepare them for kindergarten.

14. Research-based educational practices to raise student achievement

There are no limitations, only opportunities for growth and improvement. We continue to: consult research for best practices; make decisions based on data; secure appropriate staff development, and practice focused, action-based collaboration to support our low performing students. We continue to work towards motivating our students to do their best, set goals for improvement, and reveal their full potential. Teachers continue to collaborate with colleagues on site and across the district to develop and further refine Unit Study Guides to support the implementation of the Common Core State Standards.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- * Hire a bilingual family liaison to ensure effective communication with our Spanish speaking families.
- * Family Education Nights, newsletters, and parent training offered to help parents assist children at home.
- * Parent Resource Center in school office offers pamphlets, books, and videos on parenting issues.
- * Teachers have committed to presenting "Family Reading, Writing and/or Math Nights" to teach parents how to assist their students at home.
- * Please refer to the full site plan for an extensive list, description, implementation and monitoring of resources utilized to support under achieving students

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Maxwell Elementary has an actively operating School Site Council, English Learner Advisory Council, and Parent Teacher Association.. All parent groups serve in an advisory role in the development, implementation, and monitoring of school programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Students identified as not meeting grade-level standards are provided with before-school or after-school interventions as funds are made available . Our RtI Team alongside of our regular education teachers provide small group reading and math interventions to students identified as being below grade level in order to support them in closing the achievement gap. All students set reading goals and have access to Accelerated Reader for additional reading practice to meet their goals.

18. Fiscal support (EPC)

Maxwell Elementary receives funding from the following Federal, State, and local sources: Title 1; EIA-LEP; ELAP; Discretionary.

IV. Description of Barriers and Related School Goals

Maxwell staff has been relatively stable with very little attrition or teachers leaving. Maxwell School has a high number of English Learners. The school free-reduced lunch count is approximately 80% for our Title I School.

Class sizes in TK, K, and 1st grades are low and at or below 24. However, second through sixth grade can be as high as 32 students per class. An increase in transiency and the fact that more classes will now be at their contract maximum will require teachers to be very strategic about providing interventions both during the day and through extended day learning opportunities.

With the expansion and success of the Leaps and Bounds ASD Program, Maxwell Elementary has been impacted with an increase of special education students. Our typical kindergarten classroom may have up to 5 students mainstreamed from our Autism Program.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	57	57	54	53	56	52	53	56	52	93	98.2	96.3
Grade 4	82	52	48	82	51	47	82	51	47	100	98.1	97.9
Grade 5	66	81	54	64	80	54	64	80	54	97	98.8	100
Grade 6	63	64	74	62	64	73	62	64	73	98.4	100	98.6
All Grades	268	254	230	261	251	226	261	251	226	97.4	98.8	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2398.0	2373.8	2405.5	15	10.71	17.31	17	10.71	13.46	34	19.64	36.54	34	58.93	32.69
Grade 4	2432.2	2412.8	2446.0	12	11.76	14.89	22	13.73	25.53	28	21.57	25.53	38	52.94	34.04
Grade 5	2482.3	2456.2	2483.3	14	7.50	7.41	25	20.00	29.63	25	26.25	31.48	36	46.25	31.48
Grade 6	2518.6	2492.4	2517.5	6	3.13	12.33	48	29.69	31.51	24	32.81	32.88	21	34.38	23.29
All Grades	N/A	N/A	N/A	12	7.97	12.83	28	19.12	25.66	28	25.50	31.86	33	47.41	29.65

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 3	15	7.14	19.23	53	35.71	40.38	32	57.14	40.38			
Grade 4	11	13.73	19.15	41	39.22	44.68	48	47.06	36.17			
Grade 5	20	15.00	14.81	41	38.75	61.11	39	46.25	24.07			
Grade 6	13	4.69	15.07	56	45.31	50.68	31	50.00	34.25			
All Grades	15	10.36	16.81	47	39.84	49.56	38	49.80	33.63			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	14.29	15.38	58	28.57	34.62	34	57.14	50.00
Grade 4	13	9.80	12.77	54	37.25	55.32	33	52.94	31.91
Grade 5	19	12.50	14.81	53	41.25	53.70	28	46.25	31.48
Grade 6	15	10.94	17.81	60	48.44	54.79	26	40.63	27.40
All Grades	14	11.95	15.49	56	39.44	50.00	30	48.61	34.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	8.93	17.31	74	62.50	59.62	11	28.57	23.08
Grade 4	9	7.84	6.38	68	54.90	78.72	23	37.25	14.89
Grade 5	6	7.50	9.26	70	66.25	70.37	23	26.25	20.37
Grade 6	8	3.13	9.59	79	73.44	73.97	13	23.44	16.44
All Grades	9	6.77	10.62	72	64.94	70.80	18	28.29	18.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	5.36	23.08	51	50.00	51.92	32	44.64	25.00
Grade 4	16	5.88	8.51	56	49.02	63.83	28	45.10	27.66
Grade 5	22	11.25	16.67	67	52.50	59.26	11	36.25	24.07
Grade 6	23	14.06	27.40	63	60.94	57.53	15	25.00	15.07
All Grades	19	9.56	19.91	59	53.39	57.96	21	37.05	22.12

Conclusions based on this data:

1. Maxwell School had 98.8 % of all students in third through sixth grade participate in the 2016-17 English Language Arts Smarter Balanced Summative Assessment.
2. 27.09 % of our students in third through sixth grade were at or above grade level standards overall in English Language Arts. 25.50% of our third through sixth grade students were near grade level standard. 49.80 % were below grade level standard.
3. 71.71 % of students in third through sixth grade were above, at, or near grade level standards in Listening. 52% of students in third through sixth grade were above, at, or near grade level standards in Reading. 51.39 of students in third through sixth grade were above, at, or near grade level standards in Writing. 62.95% of students in third through sixth grade were above, at, or near grade level standards in Research-Inquiry.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	57	57	54	54	56	53	54	56	53	94.7	98.2	98.1
Grade 4	82	52	48	82	51	48	78	51	48	100	98.1	100
Grade 5	66	81	54	64	80	54	64	80	54	97	98.8	100
Grade 6	63	64	74	62	64	74	62	64	74	98.4	100	100
All Grades	268	254	230	262	251	229	258	251	229	97.8	98.8	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2401.9	2398.5	2385.7	9	10.71	3.77	15	19.64	24.53	35	26.79	28.30	41	42.86	43.40
Grade 4	2433.3	2410.2	2435.1	4	3.92	4.17	15	7.84	22.92	44	35.29	37.50	37	52.94	35.42
Grade 5	2472.3	2442.9	2453.3	8	3.75	5.56	20	8.75	7.41	28	31.25	33.33	44	56.25	53.70
Grade 6	2483.0	2475.6	2484.8	5	3.13	5.41	18	12.50	20.27	40	45.31	33.78	37	39.06	40.54
All Grades	N/A	N/A	N/A	6	5.18	4.80	17	11.95	18.78	37	34.66	33.19	40	48.21	43.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	19.64	11.32	39	33.93	32.08	44	46.43	56.60
Grade 4	8	5.88	20.83	33	27.45	25.00	59	66.67	54.17
Grade 5	13	6.25	5.56	36	26.25	20.37	52	67.50	74.07
Grade 6	6	9.38	8.11	47	39.06	45.95	47	51.56	45.95
All Grades	10	9.96	10.92	38	31.47	32.31	51	58.57	56.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	14.29	9.43	46	44.64	52.83	44	41.07	37.74
Grade 4	8	5.88	10.42	51	33.33	45.83	41	60.78	43.75
Grade 5	9	3.75	7.41	38	33.75	31.48	53	62.50	61.11
Grade 6	8	4.69	4.05	44	37.50	47.30	48	57.81	48.65
All Grades	9	6.77	7.42	45	37.05	44.54	47	56.18	48.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	14.29	15.09	56	33.93	50.94	31	51.79	33.96
Grade 4	9	3.92	10.42	49	27.45	50.00	42	68.63	39.58
Grade 5	6	3.75	5.56	53	35.00	50.00	41	61.25	44.44
Grade 6	6	4.69	13.51	65	46.88	36.49	29	48.44	50.00
All Grades	9	6.37	11.35	55	36.25	45.85	36	57.37	42.79

Conclusions based on this data:

1. Maxwell School had 98.8 % of all students in third through sixth grade participate in the 2016-17 Math Smarter Balanced Summative Assessment.

2. 17.13 % of our students in third through sixth grade were at or above grade level standards overall in Math. 34.66 % of our third through sixth grade students were near grade level standard. 48.21 % were below grade level standard.
3. 41.43 % of students in third through sixth grade were above, at, or near grade level standards in concepts and procedures. 43.83 % of students in third through sixth grade were above, at, or near grade level standards in Problem Solving & Modeling/Data Analysis. 42.62 % of students in third through sixth grade were above, at, or near grade level standards in Communicating Reasoning.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				50	20		25	60		13	20		13		
1	3	12		25			63	60		6	20		3	8	
2	8			24	33		40	53		16	3		12	10	
3		4		36	20		39	36		14	28		11	12	
4	14	5		52	41		24	45		10	5			5	
5	16	21		53	42		16	26		11	11		5		
6	9	7		18	53		55	20			7		18	13	
Total	7	7		36	29		39	43		11	13		7	8	

Conclusions based on this data by levels:

1. Our percentage of English Learners are highly concentrated between intermediate and advanced levels across all grades. There is a very low percentage of beginning and early intermediate students, many of our students are reclassified by third grade as reflected in our data of exceeding the state average of reclassified students.
2. We are making great progress in our ELD instruction and making sure that students move up the proficiency levels.
3. 43% of our English learners are scoring intermediate, the goal is to make sure that we continue to target these students with explicit ELD instruction in order to ensure that they do not become long term ELs.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K				10	6		10	28		30	25		50	41	
1	3	12		24			61	58		9	19		3	12	
2	8			23	32		42	52		15	6		12	10	
3		4		36	19		39	41		14	26		11	11	
4	13	5		52	41		23	45		10	5		3	5	
5	16	21		53	42		16	26		11	11		5		
6	9	7		18	53		55	20			7		18	13	
Total	6	6		30	24		33	40		15	15		16	15	





Conclusions based on this data by levels:

1. Consistent progress and students moving up a level can be seen in K-2.



School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	1
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	5
Mathematics (3-8)		5	5

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. We are showing a lower percentage and drop in our suspension rates. PBIS Tier I school-wide strategies are influencing our behavior and discipline.
2. English Language students are not progressing.
3. Both ELA and Math saw a dip in scores school-wide.

School and Student Performance Data







Status and Change Report

Suspension Rate




The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		521	Medium 2.1%	Declined -0.4%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		521	Medium 2.1%	Declined -0.4%
English Learners		175	Medium 1.1%	Declined -0.8%
Foster Youth		7	*	*
Homeless		23	High 4.4%	Declined Significantly -3.3%
Socioeconomically Disadvantaged		403	Medium 2.2%	Declined -0.8%
Students with Disabilities		110	Medium 1.8%	Declined Significantly -1.9%
African American		7	*	*
American Indian		5	*	*
Asian		17	Very Low 0%	Maintained 0%
Filipino		1	*	*
Hispanic		370	Medium 1.9%	Maintained -0.1%
Pacific Islander		2	*	*
Two or More Races		4	*	*
White		114	High 3.5%	Maintained +0.1%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Four out of seven sub groups decrease in suspension levels. Three sub groups: Asian (0%), Hispanic, and White all maintained.
2. Overall Maxwell suspension is 2.1% (medium) with an overall decrease of 0.8%.

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		160	Low 61.9%	Declined Significantly -13.0%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.1%	Declined -0.8%
English Learner Progress (1-12)		Low 61.9%	Declined Significantly -13.0%
English Language Arts (3-8)		Low 60.1 points below level 3	Declined Significantly -21.5 points
Mathematics (3-8)		Low 77.3 points below level 3	Declined Significantly -22.3 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Our English Learners had a significant decrease of 21.5 % in ELA.
2. Our English Learners had a significant decrease of 22.3 % in Math.

School and Student Performance Data







Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		241	Low 49.9 points below level 3	Declined Significantly -24.2 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		241	Low 49.9 points below level 3	Declined Significantly -24.2 points
English Learners		113	Low 60.1 points below level 3	Declined Significantly -21.5 points
Homeless		7	*	*
Socioeconomically Disadvantaged		188	Low 55.5 points below level 3	Declined Significantly -25.1 points
Students with Disabilities		43	Very Low 103.8 points below level 3	Declined -6.9 points
African American		4	*	*
American Indian		2	*	*
Asian		6	*	*
Hispanic		178	Low 55.5 points below level 3	Declined Significantly -24 points
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		48	Low 30.7 points below level 3	Declined Significantly -35.9 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.


Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	50	Low 13.1 points below level 3	Declined Significantly -23.9 points
EL - English Learner Only	63	Very Low 97.4 points below level 3	Declined Significantly -33 points
English Only	122	Low 44.2 points below level 3	Declined Significantly -28.6 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Students in third through sixth grades overall had a decline of 24.2 % and are 49.9 points below grade level scale score.
2. Students with disabilities (18 % of student population) are 103.8 points below grade level scale score.
3. Caucasian students are 30.7 points below grade level scale score.

School and Student Performance Data







Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		241	Low 71.5 points below level 3	Declined Significantly -20.5 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		241	Low 71.5 points below level 3	Declined Significantly -20.5 points
English Learners		113	Low 77.3 points below level 3	Declined Significantly -22.3 points
Homeless		7	*	*
Socioeconomically Disadvantaged		188	Low 79.4 points below level 3	Declined Significantly -22.3 points
Students with Disabilities		43	Very Low 129.6 points below level 3	Declined Significantly -16.4 points
African American		4	*	*
American Indian		2	*	*
Asian		6	*	*
Hispanic		178	Low 80.6 points below level 3	Declined Significantly -22.4 points
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		48	Low 42 points below level 3	Declined Significantly -17.8 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.



Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	50	Low 51.6 points below level 3	Declined Significantly -32.1 points
EL - English Learner Only	63	Very Low 97.6 points below level 3	Declined Significantly -24.1 points
English Only	122	Low 68.6 points below level 3	Declined Significantly -20.2 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Combined, all students in third through sixth grades are 71.5 points below grade level scale score.
2. Students with disabilities are 129.6 points below grade level scale score.
3. Caucasian students are 42 points below grade level scale score.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	74.9%	61.9%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	25.7 points below level 3	49.9 points below level 3
Mathematics	51.1 points below level 3	71.5 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Maxwell English Learners saw a decrease of 13% in progress towards English proficiency.
2. Maxwell students overall saw a decrease of 24.2 points in English Language Arts. Going from 25.7 in 2015-16 to 49.9 points below grade level scale score in 2016-17.
3. Maxwell students overall saw a decrease of 20.4 points in Mathematics. Going from 51.1 in 2015-16 to 71.5 points below grade level scale score in 2016-17.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	2.5% (14)	2.1% (11)

Conclusions based on this data:

1. Maxwell School reduced the number of students being suspended from 14 to 11.
2. Maxwell saw a 0.4 % decrease in suspensions from 2016 to 2017.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Maxwell School is showing a green in suspension rates on the California Dashboard.
2. English Learner progress is red on the California Dashboard.
3. Both English Language Arts and Math are showing an orange school-wide on the California Dashboard.

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All students will be grade level proficient in literacy, numeracy, and 21st century skills through high quality, effective teaching and learning.
All students will be grade level proficient in literacy, numeracy, and 21st century skills through high quality, effective teaching and learning.
Data Used to Form this Goal:
LCAP Goal 1: Literacy: In the area of ELA, 27% of Maxwell students on the 2016-17 California Assessment of Student Performance and Progress met or exceeded grade level standards. In 2017-18, 38% of Maxwell students met or exceeded grade level standards on the 2015-16 CAASPP. As a school-wide goal for the 2018-19 school year, 48 % of our Maxwell students will be at or above grade level standards on the CAASPP. LCAP Goal 1: Numeracy: Overall as a school, 17% of Maxwell students on the 2016-17 California Assessment of Student Performance and Progress met or exceeded grade level standards. In 2017-18, 24% of Maxwell students met or exceeded grade level standards on the 2015-16 CAASPP. As a school-wide goal for the 2018-19 school year, 34% of our Maxwell students will be at or above grade level standards on the CAASPP.
Findings from the Analysis of this Data:
Data analysis shows that the majority of Maxwell students in grades three through six are not meeting grade level standards in both ELA and Mathematics.
How the School will Evaluate the Progress of this Goal:
Assessments used: WJUSD ELA Interim Assessments; WJUSD Reading Results Process of Evaluation: Cycle of Inquiry (PLC) August – September 1. Interpret prior year, along with initial District Benchmark cluster and subgroup data. 2. Collaborate as a grade level PLC to determine lesson sequence, priority standards for each flexible group including interventions for remediation and acceleration. 3. Determine training and/or coaching needs (lesson sequence, data, etc.) - District provided staff development, Improving Mathematical Instruction. November – December 1. Interpret first trimester interim data

2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to first trimester data
4. Determine training and/or coaching needs (lesson sequence, data, etc.)

February – March

1. Interpret second trimester data
2. Collaborate to determine lesson sequence for each flexible group
3. Rearrange student groups according to second trimester data
4. Determine training and/or coaching needs (lesson sequence, data, etc.)

First Interim Analysis:

Academic conference to disaggregate data for reteaching and the formation of Tier II groups. We will monitor our progress with the SBAC Assessment by looking at a variety of district, site benchmarks: iReady, Accelerated Reading, Professional Learning Communities - Cycle of Inquiry and Formative Assessments

Second Interim Analysis:

Academic conference to disaggregate data for reteaching and the formation of Tier II groups. We will monitor our progress with the SBAC Assessment by looking at a variety of district, site benchmarks: iReady, Accelerated Reading, Professional Learning Communities - Cycle of Inquiry and Formative Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.1 Professional Learning Communities - Lesson Study and Collaboration Around Common Core Standards</p> <p>1.1.1. At the beginning of the school year, teachers will examine district benchmark cluster data in English language arts and math by grade level, to determine the areas of instructional focus in language arts and math. Grade level teams will establish specific priority standards for their grade level, based on content cluster data. Intervention groups will be developed for additional instruction.</p> <p>1.1.2. Maxwell staff will collaborate as Professional Learning Communities on Wednesdays throughout the year to address priority standards in ELA and Math.</p> <p>1.1.3. Supplemental materials will be purchased/ copied to support student learning at all levels.</p> <p>1.1.4. Staff development, resources, and supplemental materials will be obtained as needed to support effective instruction in the focus areas.</p>	8-01-2018 - 6-08-2019	Principal Teachers Paraprofessional Support/Tutors Certificated Support/Tutors RTI Specialist EL Specialist	Costs associate with classroom supplies and materials.	Supplemental/Concentration	8000
			Costs associated with classroom supplies and materials.	Title I Part A: Basic Grants Low-Income and Neglected	7500
			Costs associated with office and administrative support for students.	Site Discretionary	3500
			Supplemental materials: software, site licenses, materials, books, and consumables to provide under-performing students with additional access to materials in order to accelerate their learning. (Accelerated Reader)	Title I Part A: Basic Grants Low-Income and Neglected	5297
			Supplemental materials: software, site licenses, materials, books, math manipulatives, and consumables to provide under-performing students with additional access to materials in order to accelerate their learning. (Accelerated Reader)	Title I Part A: Basic Grants Low-Income and Neglected	1200
			Copy services to provide under-performing students with additional access to materials in order to accelerate their learning.	Supplemental/Concentration	644
			Costs associated with materials, planning, extra hour funding for after school, Saturday, or before the school year training. Curriculum Camp	Supplemental/Concentration	5000
			Extra hours office support and data reports for grade level collaboration, case management.	Site Discretionary	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Costs associated with snacks, refreshments for meetings.	Site Discretionary	500
<p>1.2 Data Analysis/Academic Conferencing</p> <p>1.2.1. After administering district benchmark assessments (RESULTS K-6 and i-Ready), teachers will meet with the Principal, English Learner Specialist and RTI Teacher to conduct data analysis and use resulting data to monitor student progress, guide instruction in phonics, accuracy, fluency, and comprehension and develop interventions.</p> <p>1.2.2. All teachers will administer and analyze district benchmark assessments and use resulting data to inform and guide instruction.</p> <p>1.2.3. All teachers will use rubrics so students have a clear understanding of desired outcome and can revise/work toward improvement.</p>	8-01-2018- 6-08-2019	Principal Teachers Paraprofessional Support/Tutors Certificated Support/Tutors RtI Specialist EL Specialist	Substitute costs that allow classroom teachers to meet with a team comprised of principal, regular education teacher, Response to Intervention Specialist, English Learner Specialist, Counselor and Behavior Specialist to look at student assessment to determine student need, Case Management. CM Team will develop and monitor an individual student plan for support. Also, to include SST's, 504's.	Title I Part A: Basic Grants Low-Income and Neglected	3750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.2.4. The principal will consult with grade level teams to monitor data and student progress during PLC's utilizing our school-wide electronic grafitti board</p> <p>1.2.5. Teachers will analyze standards-based student products from collaboratively created lessons, and use the results of common formative assessments to guide, reteach and adjust instruction.</p> <p>1.2.7. Each month a team comprised of principal, regular education teacher (form-conversation), Response to Intervention Specialist, English Learner Specialist, Pyschologist, Counselor and Behavior Specialist will look at data to determine student need, Tier II. Tier II Team will screen all students looking at social-emotional, attendance, and academic develop. Based on need an individual student plan for support will be implemented.</p>			Substitute costs that allow classroom teachers to meet with a team comprised of principal, regular education teacher, Response to Intervention Specialist, English Learner Specialist, Counselor and Behavior Specialist to look at student assessment to determine student need, Case Management. CM Team will develop and monitor an individual student plan for support. Also, to include SST's, 504's.	Supplemental/Concentration	3750
			Costs associated with Response to Intervention data analysis and focusing on differentiated instruction.(Provided by district)	Title I Part A: Basic Grants Low-Income and Neglected	1000
			Costs associated with refreshments, snacks for data analysis and other meeting related to student achievement.	Site Discretionary	333
			Substitute cost for teachers to administer student assessments. (Carryover)	Title I Part A: Basic Grants Low-Income and Neglected	7,802.00
			Day-to-day substitute teachers are needed to allow teachers the opportunity to plan for professional learning activities that focus on differentiated instruction and meeting the needs of under-performing students. (Academic Conferences sponsored by district)	Title I Part A: Basic Grants Low-Income and Neglected	12000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.3 Technology Support</p> <p>1.3.1. Continued support to developing computer skills in keyboarding, AR Quizzing, i-Ready, math and other technology skills in preparation for SBAC and to close the technology gap among students.</p> <p>1.3.2. Kinder-6th grade teachers will be trained in instructional technology including i-Ready, Innovator Cohert.</p> <p>1.3.5. Staff development individually and with school-wide staff in the area of technology provided by district TOSA's.</p>	8-01-2018 - 6-08-2019	Principal Teachers Rti Specialist EL Specialist District TOSA's	<p>Purchase of technology that includes hardware to support struggling students and closing the achievement gap.</p> <p>Costs associated with recess support using Accelerated Reading and i-Ready.</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p>	<p>500</p>
<p>1.4 Professional Development</p> <p>1.4.1 Conference and Training with Solution Tree and Professional Learning Communities (sharing costs with Freeman and Tafoya Schools)</p> <p>1.4.2 Training and Coaching through District provided Improving Mathematical Instruction.</p> <p>1.4.3. Training by UC Davis on NGSS, Next Generation Science Standards. (Carryover Funds)</p> <p>1.4.4. Conference and training in the area Kagan Structures. (Carryover</p>	8-01-2018 - 6-08-2019	Principal Teachers Rti Specialist EL Specialist District Curriculum Department	<p>Professional learning including: workshops, conferences, coaching, book study or book club, to improve and implement first best instruction to support under-performing students .</p> <p>Costs associated with materials, planning, extra hour funding for after school, Saturday, or before the school year training.</p> <p>Costs associated with curriculum camp before the school year for lesson plan development.</p> <p>Costs associated with materials, planning, extra hour funding for after school, Saturday, or before the school year training.</p>	<p>Supplemental/Concentration</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>25000</p> <p>3000</p> <p>3000</p> <p>6000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Funds)			Costs associated with materials, planning, extra hour funding for after school, Saturday, or before the school year training.	Title I Part A: Basic Grants Low-Income and Neglected	6000
			Snacks and materials for after school hours training.	Site Discretionary	500

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All students will graduate high school and be competitively college and career ready through personalized learning
All students will graduate high school and be competitively college and career ready through personalized learning
Data Used to Form this Goal:
LCAP Goal 2: Through student self-progress monitoring and goal setting, we are trying to prepare our students for higher education and in assuming ownership of one's learning. In addition, we will try to introduce college awareness throughout the year with a variety of activities. In our upper grades, we will expose our students to a college setting through a field trip to UC Davis. Our upper grade girls along with Beamer School with participate in a weekend STEM Program at our local university.
Findings from the Analysis of this Data:
Data analysis of student goal setting has showed us that when students set clear targets and teachers provide the support for them to meet the target then academic growth will result.
How the School will Evaluate the Progress of this Goal:
Maxwell staff analyzes on a regular basis including every six weeks in a format and structure called Case Management. During Academic Conferences along with Case Management, staff analyzes student academic proficiency, attendance, character development and attendance.
First Interim Analysis:
Number of students meeting their Accelerated Reading and i-Ready goals after the first trimester. Tracking of school-wide attendance after the first trimester.
Second Interim Analysis:
Number of students meeting their Accelerated Reading and i-Ready goals after the first trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1 College and Career Ready</p> <p>2.1.1. Students will be recognized publicly with incentives and awards during trimester assemblies for perfect attendance. Perfect attendance flags will be displayed outside of class to distinguish classrooms that have 100% attendance. On a monthly basis the class with the most days with perfect attendance days will display the perfect attendance trophy (1 primary and 1 intermediate)</p> <p>2.1.2. Students will be recognized publicly with incentives and awards for academic improvement, achievement, and citizenship during trimester assemblies</p> <p>2.1.3. Students will be recognized publicly with incentives and awards for earning reclassification to "Fully English Proficient"</p> <p>2.1.4. Students will be recognized, publicly with incentives and awards for making one proficiency level growth on the district benchmark in reading or math</p> <p>2.1.5. Students will be recognized publicly with incentives and awards for exhibiting exemplary character during "Student of the Week" recognition .</p>	8-01-2018-6-08-2019	Maxwell ELEMENTARY Teachers Paraprofessionals, and /or Certificated or Classified Tutors Principal. Counselor	Transportation cost for STEM Project to UC Davis. (Cost for 2018-19, Maxwell to pay)	Title I Part A: Basic Grants Low-Income and Neglected	250
			Transportation cost for STEM Project to UC Davis. (Cost for 2018-19, Maxwell to pay)	Title I Part A: Basic Grants Low-Income and Neglected	250
			Cost associated with college awareness and/or fair.	Site Discretionary	500
			Costs Associated with student Incentives, recognition and awards	Site Discretionary	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1.6. Teachers will promote a culture of academic proficiency by posting exemplary standards-based student work samples in the school and classrooms.</p> <p>2.1.7. Teachers, principal, and staff will promote a culture of academic proficiency by displaying student data walls, including charts documenting student progress toward meeting Common Core State Standards.</p> <p>2.1.8. Teachers will promote a culture of academic proficiency by helping students have a clearer understanding of what they are learning by checking off common core standards on classroom posters, as they are taught.</p> <p>2.1.9.. Teachers and staff will promote a culture of academic proficiency through meeting with students individually to conduct "data chats"; goal setting sessions; and progress monitoring with students in grades 2-6 and visual progress charts posted in classrooms in grades kindergarten and first. The goal is for students to set clear goals and targets to reach proficiency in curriculum embedded assessments, district benchmarks as well as in the near future SBAC results.</p> <p>2.1.10. Professional development opportunities for staff related to setting targets and goals to meet standards.</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1.1. Professional development opportunities for staff related to creating a culture of high expectations and college readiness (No Excuses University) at Maxwell School.</p> <p>2.1.12. School and classroom will create a college ready environment through visuals: posters, banners, murals, adoption of a classroom university, pennants.</p> <p>2.1.13. Providing opportunities for our upper grade students to visit nearby universities.</p> <p>2.1. 14. University of California S\student-athletes provide to our upper grade students an assembly and picture into the future. Student-athletes give our upper grade students a look into the future those expectations and requirements of higher education.</p> <p>2.1.15 Female students from Maxwell and Beamer School will attend STEM at UC Davis.</p> <p>2.1.16 Exploring either No Excuses University or AVID.</p> <p>2.1.17 UC Davis Athletes/Scholars Assembly</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All students will be successful through the development of targeted and coherent systems of support.
All students will be successful through the development of targeted and coherent systems of support.
Data Used to Form this Goal:
Goal 3: Suspensions and Expulsions: (PBIS and Social-Emotional) <ul style="list-style-type: none">• During the course of 2015-16 school year, 28 students were officially suspended from school.• During the course of 2016-17 school year, 10 students were officially suspended from school.• During the course of 2017-18 school year, we have officially suspended 14 students thus far. 5/14/18 Attendance: <ul style="list-style-type: none">• In 2014-15, 87.6% of our students had satisfactory attendance while 12.4% of our students (60) were considered chronically absent.• In 2015-16, 86.5% of our students had satisfactory attendance while 13.5% of our students (67) were considered chronically absent.• In 2016-17, 91.5% of our students had satisfactory attendance while 9.5% of our students(43) were considered chronically absent.• In 2017-18, 88.7% of our students had satisfactory attendance while 11.3 % of our students (46) are considered chronically absent. As of 5/14/18 Physical Fitness: <ul style="list-style-type: none">• In 2014-15, 23% of our 5th graders met the Healthy Fitness Zone in all 6 standards, 27.9% met 5 out six physical education standards. 13% met 4 out of six physical education standards.• In 2015-16, 16% of our 5th graders met the Healthy Fitness Zone in all 6 standards, 19% met 5 out of six physical education standards. 21% met 4 out of six physical education standards.• In 2016-17, __% of our 5th graders met the Healthy Fitness Zone in all 6 standards, __ % met 5 out of six physical education standards. __% met 4 out of six physical education standards. Response to Interventions: <ul style="list-style-type: none">• In 2016-17, all students at Maxwell School were provided both Tier I and Tier II support in ELA. During the 45 minute block to time daily, each child has targeted instruction.at their individual achievement level.• In 2017-18, fourth through sixth grade students who were below grade level were offered after school support through technology, robotics, math support, a STEM Projects.• In 2017-18, all students at Maxwell School were provided both Tier I and Tier II support in ELA, During the 45 minute block of time daily, each child has targeted instruction at their individual achievement level.

- In 2017-18, all students at Maxwell School in Kindergarten through sixth grade who were below grade level were offered small group tutoring in the area of mathematics.

Music:

- In 2015-16, all fourth grade students participated in violin lessons (72 students), 35 students participate in beginning band, and 21 in advance band. In fourth through sixth grades, we have a total of 134 students participating in our music program.

- In 2016-17, all fourth grade student participate in violin lessons (58 students), 43 students participate in beginning band, and 15 in advance band. With restructuring our schedule, we are now offering all (121 students) of our second and third grade students a

weekly lesson in music. All combined, we now have a total of 237 students at Maxwell participating in the music program. In addition,

Maxwell also had a choir program for our fourth, fifth, and sixth grade students.

- In 2017-18, all fourth grade students participated in violin lessons (46 students) , 23 students participated in beginning band, and 12 students in advance band. Students in third grade were provided music this year (46 students). Maxwell also had a choir program for

our fourth, fifth, and sixth grade students.

Findings from the Analysis of this Data:

The number of out of school suspensions is low for our school. We will continue to support student behavioral errors through the use of school-wide Positive Behavior Interventions and Supports such as the "Dragon Way" and Tier I school-wide expectations. As a school we will explore alternative means of corrections- such as the use of restorative justice as alternative to suspension when appropriate. The BEST team will continue to meet once a month to analyze data and support the staff with the effective implementation of the "Dragon Way" (Setting Goals, Importance of An Education, Respecting Yourself and Others, Doing your Best). Attendance and tardies are excessive at Maxwell School. In our Single Plan for Student Achievement and with our PBIS Team, we will incorporate several different strategies to address this issue.

Our data on 5th grade students in the area of Healthy Fitness Standards, there is a need to increase the time and quality of our physical education program. We need to create more opportunities for students to be physical during the course of the day.

Despite a high number of students participating in our music program, we would like to see even a greater amount of students participating in music at Maxwell School. With a restructuring of our schedule, we should be able to expand the number of students exposed and involved in our music program.

How the School will Evaluate the Progress of this Goal:

Three times per year, analyze student suspension trends and develop a plan to support suspension trends. The PBIS team comprised of our school leadership and a representative from each grade level, along with our Response to Intervention and English Language Specialist and principal will evaluate discipline referral data and number suspensions on a monthly basis to monitor our progress and provide support to staff and students correcting behavioral errors.

First Interim Analysis:

Thus far for the 2018-19 school year, we have __suspensions. Another measurement of school engagement is based on our attendance. Looking at chronic absences, after the first trimester compared to last year, we ...

Second Interim Analysis:

Thus far for the 2018-19 school year, we have __suspensions. Another measurement of school engagement is based on our attendance. Looking at chronic absences, after the first trimester compared to last year, we ...

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.1 Creating a Culture of Positive Behavior	08-01-2018 - 06-08-2019	Principal Teachers Counselor ASES Staff PBIS Team	Costs associated with Anti-Bullying, PBIS Assembly. (Included in Parent Involvement Events)	Title I Part A: Basic Grants Low-Income and Neglected	1500
3.1.1. The PBIS Team will meet once a month to plan and schedule professional development and support for staff around establishing and maintaining a positive school culture. The goal is to increase student engagement, academic achievement and continue to reinforce norms of behaviors that will help students correct behavioral errors and reduce behaviors that may lead to suspension. Continue with the implementation of school-wide behavior support system- "The Dragon Way" Be Safe, Be Responsible, Be Respectful and Be Engaged. Once a year the PBIS team will take a sub day to reflect and plan next steps based on staff feedback.		PBIS Team Response to Intervention Specialist Support Staff Recess and Noon Duty Supervisors	Costs associated with Conflict Management training for student and to included snacks, certificates and incentives.	Site Discretionary	500
			Costs associated with purchasing books in creating a library of resources for teachers to promote a positive school climate. (\$700 of carryover as it becomes available.)	Title I Part A: Basic Grants Low-Income and Neglected	500
			Costs associated with maintaining a safe campus (cones, banners, signs)	Title I Part A: Basic Grants Low-Income and Neglected	500
			Student behavior incentives: rewards, and student store for reinforcing the "Dragon Way."	Site Discretionary	500
			Costs associated with PBIS instructional materials, copies and subs to cover one planning day. (Carryover)	Title I Part A: Basic Grants Low-Income and Neglected	0
3.1.2. Counselor will continue to institute Conflict Managers program at Maxwell to support positive behavioral support systems at AM and Lunch Recesses.			Costs associated with recess and noon duty supervisors.	Site Discretionary	5,000
3.1.3. Students will be recognized publicly with incentives and awards for academic improvement, achievement, attendance, and character traits during trimester assemblies.					
3.1.4. Class meetings will be held in					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>kindergarten through sixth grades.</p> <p>3.1.5. "Character-Social-Emotional curriculum will be taught to students in grades transitional kindergarten through sixth with a monthly focus, September-Responsible, October-Respectful,</p> <p>3.1.6. Classrooms will introduce the "Dragon Way"(Be Safe, Be Respectful, Be Responsible and Be and Be Engaged).</p> <p>3.1.7 Students will participate in a workshop and rotation for reviewing the "Dragon Way" in January.</p> <p>3.1.8. Students in grades 4-6 will receive training as "Conflict Managers" and will assume leadership roles, working with grades K-6- as monies are available for staffing.</p> <p>3.1.9. Shift from assigning consequences to students to having them reflect and provide restorative discipline opportunities as behavioral supports. Shift will be developed by our PBIS Team and shared with staff throughout the year.</p> <p>3.1.10.. Coaching will be provided to PBIS to further develop restorative discipline procedures.</p> <p>3.1.11. Anti-Bullying Assembly to maintain the culture of Safe, Respectful, Responsible and Engaged.</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1.12. Purchasing and creating a library of books that will assist teachers in promoting a positive school-wide culture</p> <p>3.1.13. PBIS Team will work with district provide support in updating our School Safety Plan.</p> <p>3.1.14. ASES will provide training and reinforce school-wide rules and expectations in our after school program,</p> <p>3.1.15. Maxwell will continue to build and implement both Tier I and Tier II Strategies to help students to be successful in their behavior.</p> <p>3.1.16. Through Case Management, we will identify, support and monitor students struggling with behavior problems.</p> <p>3.1.19 Implementation of Growth Mindset school-wide with lessons in the classroom.</p> <p>3.1.20 Providing trained noon duty supervisors that all provide for a safe and caring school environment.</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.2 Connecting Students to School</p> <p>3.2.1. Creation of our cross country program at Maxwell for TK through sixth grades. We will try and create 2-3 meets against nearby district schools.</p> <p>3.2.2. Continue to increasing playground, recess and physical education supplies and equipment.</p> <p>3.2.3 Creation of a lunch intramural sports program.</p> <p>3.2.4 Creation of a school choir.</p> <p>3.2.5 Increasing enrichment in our after school ASES Program with dance instruction.</p> <p>3.2.6 Increasing and promoting our band and music program.</p> <p>3.2.7 To promote music for all 4th and 5th grade students, we will purchase enough violins to assure a full class set.</p> <p>3.2.8. To promote fine arts, Maxwell will introduce a Folklorico Dance Group for upper grade students.</p>	08-01-2018 - 06-08-2019	Principal Teachers Certificated Physical Education ASES Staff Music Instructors Choir Teachers Music Instructor	<p>Costs associated with copies and with student incentives; staff development and supplemental materials in the area of physical education. (Included under student incentives)</p> <p>Costs associated with hiring of a lunch intramural sports coordinator. (Woodland Foundation Grant)</p> <p>Cost associate with creating a cross country program and team: coaches, ribbons, refreshments. (Woodland Foundation Grant)</p> <p>Cost associated with a music or dance performance and assembly. (Woodland Foundation Grant)</p> <p>Costs associated with creating an upper grade choir program. (Woodland Foundation Grant)</p>	Site Discretionary	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.2.9. To promote fine arts, Maxwell will conduct a music or dance assembly for students and staff.</p> <p>3.2.10 All fifth grade students will attend a performance at the UC Davis Mondavi Center.</p> <p>3.2.11 Maxwell School will embed art into our ELA and other curriculum areas.</p>					
<p>3.3 Differentiated Instruction (Response to Intervention)</p> <p>3.3.1. Teachers will examine performance data and use collaboration, questioning, and fact-finding to reach consensus on best instructional practices with a focus on under-performing students.</p> <p>3.3.2. During a school-wide Response to Intervention Time, teachers, paraprofessionals, and certificated or classified tutors in grades TK-6 will provide a daily 45 minute uninterrupted block of appropriate, targeted support for all students in mathematics and reading.</p> <p>3.3.3. Teachers will examine</p>	08-01-2018 - 06-08-2019	Principal Teachers Certificated Teachers Para Professionals Response to Intervention Specialist	<p>Classroom supplies associated with target instruction related to student achievement.</p> <p>Supplies, copies, supplemental materials: software, site licenses, materials, books, and consumables to provide under-performing students with additional access to materials in order to accelerate their learning.</p> <p>Office supplies to assist students, staff and parents.</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>performance data and will use collaboration, questioning and fact finding to reach consensus on student groupings for target instruction for all students during a school-wide Response to Intervention Time.</p> <p>3.3.4. Data from ongoing assessments, including curriculum-embedded assessments and interim district assessments, will be used to keep "Response to Intervention" groupings flexible by moving students among groups based on assessed needs.</p> <p>3.3.5. Teachers will also use ongoing assessment data to ensure student success and the success of the program.</p> <p>3.3.6. Teachers will continue to collaborate, refine, and improve instruction targeting struggling students.</p>					
<p>3.4 Interventions / Supports (During School / Lunch/After School)</p> <p>3.4.1. Paraprofessionals and credentialed staff will provide additional in-class student support as outlined by the classroom teacher for students identified through assessment data during Response to Intervention Time.</p>	08-01-2018 - 06-08-2019	Principal Teachers Certificated Teachers Para Professionals Response to Intervention Specialist	<p>Costs associated with materials, planning, childcare and snacks for parent events and training.</p> <p>Costs associated with library tech extra hours to open library to students during lunch.</p> <p>Paraprofessional as well as certificated support during Response to Intervention Time.</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>500</p> <p>3000</p> <p>45000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.4.2. The school librarian will work with classroom teachers to provide student access to Accelerated Reader materials and quizzes by purchasing additional nonfiction and expository literature with accompanying Accelerated Reader quizzes, and yearly AR contract, and Athena contract as funds are available.</p> <p>3.4.3. At evening parent reading and writing and math events, teachers will provide parents with training and information for working with their students at home and as classroom volunteers, with childcare, snacks, books and materials provided.</p> <p>3.4.4. Credentialed classroom teachers will provide targeted before school or after school interventions for students, grades K-6, who did not meet district benchmark and state benchmarks. Instruction will be targeted, based on common core data in the area of mathematics.</p> <p>3.4.5 Library Tech will open library during lunch hours allowing students access to read, take Accelerated Reading and i-Ready.</p> <p>3.4.6 Credentialed staff will provide additional student support during an after school intervention program with a focus on Math.</p> <p>3.4.7 School librarian will provide homework and individual tutoring during lunch hours.</p>			<p>Paraprofessional as well as certificated support during Response to Intervention Time. Costs associate with prep and after school support - intervention materials. (district funded)</p> <p>Summer School for recommended students in ELA. Combined with Whitehead School and ASES. (ASES/District Funded)</p>	Title I Part A: Basic Grants Low-Income and Neglected	43355

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.5 Interventions, Enrichment</p> <p>3.5.1. Teachers will use a standards-based after-school curriculum with students not meeting benchmarks. An additional half hour of homework support/tutoring in ELA by tutors and credentialed teachers, as well as half-hour technology rotations to build computer literacy and writing skills, will also be provided for these students daily as funds are available.</p> <p>3.5.2. Credentialed classroom teachers will provide targeted before school or after school interventions for students, grades K-6, who did not meet district benchmark and state benchmarks. Instruction will be targeted, based on common core cluster data and RESULTS assessment data.</p> <p>3.5.3. Students will participate in science, multidisciplinary, recreational, visual, and performing arts activities. Supplies, materials, snacks, and transportation costs will be set aside to support these programs.</p>	08-01-2018 - 06-08-2019	Credentialed Teachers GATE Liaison Principal Community Providers	<p>Costs associated with before, during lunch, or after school small group target instruction for low performing students. (as funding allows)</p> <p>Costs associated with after school enrichment opportunities in the area of science (as funding allows)</p>		
<p>3.6 Interventions Support, Enrichment</p> <p>3.6.1 ASES staff will provide homework support for 1st through 6th grades.</p> <p>3.6.2. ASES staff will provide</p>		<p>ASES Coordinator ASES Coordinator Sub Credentialed Teachers Certificated or Classified Tutors Paraprofessionals</p>	<p>Supplemental Instructional Materials</p> <p>ASES Coordinator</p> <p>ASES Tutors</p>	<p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p>	<p>4196</p> <p>200</p> <p>24103</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>opportunity in i-Ready support for students.</p> <p>3.6.3 ASES staff with provide enrichment activities including art, crafts, gardening, science, and music.</p> <p>3.6.4 ASES staff , along with community organizations, will provide opportunities in physical activities.</p>		GATE Liaison Principal	ASES Custodian	After School and Education Safety (ASES)	3530
			ASES Teachers	After School and Education Safety (ASES)	54511
			Enrichment Contracts	After School and Education Safety (ASES)	18584

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

Improve the English proficiency and academic achievement of English Learners.

Improve the English proficiency and academic achievement of English Learners.

Data Used to Form this Goal:

LCAP Goal 1: English Proficiency

Using the new California School Dashboard for accountability, the following information is available on our English Learners:

2014-15 results show that 70.7% of our English Learners made progress as seen on the English Progress Indicator. As a group, our EL students were 35.6 points below the scale score for grade level in ELA, 52.6 in Mathematics.

2015-16 results show that 74.9% of our English Learners made progress as seen on the English Progress Indicator. As a group, our EL students were 25.7 points below the scale score for grade level in ELA, 51.1 in Mathematics.

2016-17 results show that 61.9% of our English Learners made progress as seen on the English Progress Indicator. As a group, our EL students were 49.9 points below the scale score for grade level in ELA, 71.5 in Mathematics.

In 2015-16, Maxwell School had 21 students reclassified as English proficient.

In 2016-17, Maxwell School had 20 students reclassified as English proficient.

In our current year of 2017-18, we will be reclassifying 24 students as English proficient.

Findings from the Analysis of this Data:

After a nice year of growth with our English Learners from 2014-15 to 2015-16, we saw a drop in our scores both in SBAC scores for English Learners in ELA and Mathematics. However, early results are showing an increase in our students being reclassified this year, 24 compared to 20 from last year.

How the School will Evaluate the Progress of this Goal:

We will be look at our 2017-18 ELPAC scores as well as our SBAC data to determine our yearly progress.

First Interim Analysis:

We will use our i-Ready Assessment as well as conferencing with teachers to monitor student progress for our English Learners.

Second Interim Analysis:

We will use our i-Ready Assessment as well as conferencing with teachers to monitor student progress for our English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>4.1 English Proficiency</p> <p>4.1.1. Leveled Grade Level ELD Instructional Groups</p> <p>4.1.2. All classes will provide 45 minutes of leveled ELD instruction daily including kindergarten.</p> <p>4.1.3. All teachers will use State ELD standards and assessment data to drive instruction.</p> <p>4.1.4 All teachers will use the new district adopted instructional materials daily.</p> <p>4.1.5.. During ELD instructional time, students in grades K-6 will be grouped by language proficiency as measured by the CELDT-ELPAC for the purpose of receiving intensive language instruction at their proficiency level.</p> <p>4.1.6. Supplemental materials will be purchased as students' needs dictates in order to support them with access to the core curriculum as funding allows.</p> <p>4.1.7 As needed supplemental support materials will be copied to further scaffold curriculum.</p> <p>4.1.8. CELDT-ELPAC testing will be administered prior to the school year to help target English skills and to create leveled groups.</p>	08-01-2018-06-08-19	EL Specialist RTI Specialist Director English Learners Teachers Principal	<p>Substitute cost for planning, coaching, coordinating program or administering assessments by EL Specialist.</p> <p>Substitute cost for planning, coaching, coordinating program or administering assessments by EL Specialist.</p> <p>Costs associated with incentives, recognition of EL students being reclassified.</p> <p>Costs associated with supplemental instructional materials, copies, software and other technology to support our English Learners with accessing core curriculum. (Pending carryover)</p> <p>Costs associated with administering CELDT-ELPAC prior to the school year.(Sponsored by district funds)</p>	<p>Supplemental/Concentration</p> <p>Site Discretionary</p> <p>Site Discretionary</p>	<p>500</p> <p>500</p> <p>200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1.9.. Through Case Management and Academic Conferencing, we will monitor EL growth and provide additional support as needed.					
<p>4.2 ELD Staff Development</p> <p>4.2.1 Staff development for both designated and integrated ELD will be provided in each staff meeting</p> <p>4.2.2 Observation by principal, EL Special and District EL Director to monitor ELD Program and implementation as well as integrated strategies during core curriculum.</p> <p>4.2.3 Professional Development in Quality Teaching for English Learners during Discretionary Teacher Days and after school mini conferences.</p>	08-01-2018-06-08-19	EL Specialist RTI Specialist Director English Learners Teachers Principal	<p>Budget to fund ELD Staff Training After School (see Professional Development) 0</p> <p>Coast associate with snacks Site Discretionary 150</p>		
<p>4.3 ELAC - English Language Advisory Committee</p> <p>4.3.1. The EL Specialist will invite guest speakers to monthly ELAC meetings to provide parents with information on parents' rights, redesignation, etc.</p> <p>4.3.2. The EL specialist on site will share information with parents and staff, and ensure compliance with District and State regulations for English learners</p>	08-01-2018-06-08-19	Family Liaison Office Support Staff EL Specialist Principal Teachers	<p>Parent Translation Supplemental/Concentration 500</p> <p>Parent Liaison providing family support and soliciting involvement Supplemental/Concentration 5000</p> <p>Cost associated with snacks Title I Part A: Parent Involvement 367</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>4.4.3. Student motivation for learning will be increased through incentives for academic achievement, reclassification, and attendance.</p> <p>4.3.4. All parent communication will continue to be translated during parent teacher conferences, as well as continued translation of all written correspondence, and purchase of bilingual parent education materials.</p>					

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

Excellence for all students is supported through meaningful stakeholder engagement.

Excellence for all students is supported through meaningful stakeholder engagement.

Data Used to Form this Goal:

Parent Participation:

- During the 2015-16 school year, Maxwell School showed an increase in the level of participation in its family and school events.
- Our Beautification Day participation included 142 people (staff, parents and students) in attendance.
- Our Author Visit attracted over 100 students and their parents for the evening event.
- Parent Institute for Quality Education attracted 35 parents over the eleven week course during the 2015-16 school year.
- At our May PTA meeting, we had over 40 parents in attendance.
- During the 2016-17 school year, Maxwell School had a high level of participation including:
 - * Our Beautification Day participation during the 2016-17 school year was 137 participants.
 - * Cross country participants included over 100 students competing. High level of parent participation.
 - * Science Night drew over 100 students-parents in attendance.
 - * Our Posada was well attended with no seats left..
 - During the 2017-18 school year, Maxwell continues to show a high level of participation in its family and school events.
 - * Cross Country participants included over 100 students competing against our local elementary schools (Beamer, Maxwell, Freeman, Dingle, Gibson). High level of parent participation from all five schools.
 - * Science Night increased with over 150 students-parents in attendance.
 - * Our Posada was well attended again with student performances. We grew where we also included the outside lunch area to accommodate those in attendance.
 - * Beautification Day this year drew over 60 students, staff, and parents.

Findings from the Analysis of this Data:

Maxwell school is seeing success in both student and parent involvement.

How the School will Evaluate the Progress of this Goal:

We will continue to monitoring attended events throughout the upcoming year.

First Interim Analysis:

After the first trimester of 2018-19, we are

Second Interim Analysis:

After the second trimester of 2018-19, we are

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>5.1 Parent Involvement Opportunities</p> <p>5.1.1. Provide parent training and information regarding curriculum and instruction through events such as reading or writing nights and parent technology training, and books for parents who participate.</p> <p>5.1.2. Seek parent input for purposes of program planning and evaluation through the ELAC, SSC, PTA, DSLT and other school-related committees and organizations.</p> <p>5.1.3. Provide translation for all parent events, and provide all parent communication in English and Spanish.</p> <p>5.1.4. Parent liaison will contact families by phone to match parent skill sets or interests to a specific need identified by the school or classroom teachers.</p> <p>5.1.5. Babysitting services will be offered so that parents are able to attend ELAC, School Site Council and parent workshops.</p> <p>5.1.6 The principal will hire a family liaison to assist families, provide translation services, maintain excellence in communication, and provide parent training.</p>		<p>Family Liaison Office Support Staff EL Specialist Principal Teachers</p>	<p>Coasts associated with materials, extra hours, and presentation for parents,</p> <p>Costs associated with babysitting, childcare.</p> <p>Food costs associated with parent workshops, events, and conferencing.</p>	<p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Parent Involvement</p>	<p>400</p> <p>100</p> <p>100</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5.2 Building Community Events	08-01-2018 - 06-08-2019	Parents Students Staff Principal Parent Liaison PTA	Material and contract costs associated with assemblies and special events.	Supplemental/Concentration	1500
5.2.1 Building community and teamwork through annual Beautification Day			Costs associated with food and refreshments with our family events.	Site Discretionary	500
5.2.2 Cultural appreciation and community building through our annual Posada			Material and contract costs associated with assemblies and special events.	Site Discretionary	1229
5.2.3 Building parent involvement through our Family Science Night					
5.2.4 Creating new family events to solicit student-parent involvement.					
5.2.5 Inviting families to our school-wide assemblies.					

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
After School and Education Safety	105,124.00	0.00
Supplemental/Concentration	109,191.00	2,297.00
Site Discretionary	16,712.00	0.00
Title I Part A: Basic Grants Low-Income	93,107.00	-1,797.00
Title I Part A: Parent Involvement	967.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	105,124.00
Site Discretionary	16,712.00
Supplemental/Concentration	106,894.00
Title I Part A: Basic Grants Low-Income and Neglected	94,904.00
Title I Part A: Parent Involvement	967.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	106,276.00
Goal 2: All students will graduate high school and be	1,500.00
Goal 3: All students will be successful through the	205,779.00
Goal 4: Improve the English proficiency and academic	7,217.00
Goal 5: Goal 5: Excellence for All students is supported	3,829.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

1. To get to class on time with all needed materials.
2. To return all completed homework on time and return checked work to my parents.
3. Be responsible for my own behavior.
4. Ask for help when I need it.
5. Help to keep the school campus clean.
6. Show respect to all people and materials.
7. Work together as a team with my classmates, parents and my teachers.

Parents Pledge:

1. Make sure that my child completes and returns all homework.
2. Make sure that my child gets an adequate night's sleep and makes healthy food choices.
3. Attend Back to School Night, Parent Conferences, Open House and other school events.
4. Share reading experiences with my child such as reading aloud, listening to my child read, reading magazines, newspapers, etc.
5. Teach respect for all people and materials.
6. Keep my child clean, healthy and dresses appropriately for the weather.
7. Get my child to school regularly and on time.
8. Work together as a team with my child and his/her teacher and keep an open mind.
9. Keep my child in school unless they have a fever and are contagious.

Staff Pledge:

1. To provide a safe and positive learning environment for your child.
2. To check and return appropriate work in a timely manner.
3. To teach the necessary concepts to your child to complete assigned homework.
4. To strive to be aware of and meet the individual needs of your child.
5. To teach respect for all people and materials.
6. To work together as a team with fellow staff members, students and families.

X. School Site Council Membership

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

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katie Wilmot	(530) 908-5008	2017-18				X	
Jane Reedy	(916) 690-1353	2018-19		X			
Laura Iniguez-Rodriguez	(530)383-1751	2017-18			X		
Nicole Pool	(530) 8287328	2017-18				X	
Brandi Chadwick	(530) 867-3629	2017-18				X	
Heather Koczian	(530) 599-7882	2018-19		X			
Jackie Chase Gonzales	(530) 848-5296	2017-18		X			
Bradley Clagg	(530) 524-0488	2017-18	X				
Heather Schuchardt	(530) 554-8780	2017-18				X	
Marisa Hicks	(916) 912-1583	2017-18				X	
Numbers of members of each category:			1	3	1	5	

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

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 05-28-2018.

Attested:

Bradley Clagg

Typed Name of School Principal

Signature of School Principal

Date

Katie Wilcot

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date