School Year: **2019-2020**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rhoda Maxwell Elementary School	57727100000000	April 17, 2019	June 13, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

School wide Program
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Wide Plan meets the ESSA requirements through:

* A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relationship to the challenging state academics standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the changing state academic standards. Involving all stake holders (School Site Council, School Leadership, English Language Advisory Committee), we have analysis data from which we have adjusted our SPSA strategies to better serve our students.

* The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessments. These include:
- strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards.
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum programs, activities, and

courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, buy particularly the needs of those students at risk of not meeting the challenging academic standards.

*The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

This ATSI Plan meets state and ESSA requirements:

* In partnership with stakeholders (including the principal and other school leaders, teachers, and parents) the school developed and will implement a school-level ATSI Plan to improve student outcomes for each subgroup of students that was the subject of identification (Students with Disabilities).

* The ATSI Plan was informed by all state indicators, including student performance against state determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable). In particular, there is an emphasis and focus on our Students of Disability as indicated in the state indicators.

* The ATSI Plan includes evidence-based interventions.

* Additionally, the ATSI Plan identified resource inequities, which included a review of LEA and school-level budgeting, which is addressed through implementation of its ATSI Plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Through numerous meetings, we have involved all stakeholders in analyzing data. Staff, School Leadership, and School Site Council have met and discussed the California Dashboard and examined data at the following meetings: November 14, 2018, December 12, 2018, January 16, 2019, February 13, 2019, March 20, 2019, and April 15,2019. Our English Language Advisory Committee have all become familiar with and are using the California Dashboard to determine the school strengths and areas of need. Our English Language Advisory Committee has discussed and provided feedback for developing our School Plan on January 14, 2019, February 4, 2019, March 4, 2019, and April 1, 2019. In addition, we have included two of our English Language Committee members on our School Site Council. This has help bridge the two stakeholder groups and has assisted in our collaborative process. Collectively our stakeholders have identified specific subpopulations that need additional support and resources. Stakeholders have also recognized key areas of focus with our School Plan Goals. The process of data analysis, determining root causes, and looking at research based strategies to include in our SPSA have been present in all agendas throughout the school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through our data analysis, we have seen a discrepancy for our students of disability when compared to our school-wide and other sub population groups. This discrepancy is especially apparent in the area of mathematics where students with disabilities have seen no measurable growth. One key finding was the lack of opportunity for additional before and after school intervention. Scheduling is also seen as an issue knowing that this population needs both additional support and opportunity for grade level core instruction as well. Maxwell Elementary, with the support of WJUSD's Educational Services department, is just beginning to explore resource allocations and inequities. As a team, we are working to identify areas of inequities as a first step of this process.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	1.0%	0.89%	3	5	4
African American	1.0%	1.4%	1.33%	5	7	6
Asian	3.7%	3.5%	3.11%	18	17	14
Filipino	%	0.2%	0.67%		1	3
Hispanic/Latino	71.4%	72.0%	71.56%	352	354	322
Pacific Islander	0.6%	0.4%	0.22%	3	2	1
White	21.3%	20.5%	21.11%	105	101	95
Multiple/No Response	1.2%	0.2%	0.44%	6	1	2
			Total Enrollment	493	492	450

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	97	96	88
Grade 1	67	75	64
Grade 2	61	63	65
Grade3	62	59	52
Grade 4	78	54	49
Grade 5	64	80	54
Grade 6	64	65	78
Total Enrollment	493	492	450

Conclusions based on this data:

1. Our population has declined from previous years. Last year our enrollment was at 450 compared to the previous two years where we were in excess of 490 students.

2. Our Hispanic-Latino population makes up 71.56% of our student population. Our White population makes up 21.1% of our student body.

3. We have reduced our kindergarten sections from 3.0 to 2.5 sections and 1st grade also from 3.0 down to 2.5 sections. Combining the .5 in kindergarten and the .5 in 1st grade, we are down a classroom. This combined with our sixth grade bubble group leaving and a special day class moving to another school. our student enrollment will see a huge decline of 3 classrooms.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	183	168	154	37.1%	34.1%	34.2%
Fluent English Proficient (FEP)	55	51	46	11.2%	10.4%	10.2%
Reclassified Fluent English Proficient (RFEP)	21	21	17	11.7%	11.5%	10.1%

Conclusions based on this data:

1. The number of English Learners students in third through sixth grades was 154 students in 2017-18 which is 34.2% of our student body.

2. The number of Fluent English Proficient (FEP) students in 2017-18 was 46 compared to 51 and 55 the previous two years.

3. The number of Reclassified English Proficient (RFEP) students was 17 students in 2017-18 which is down from 21 students in the previous two years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
Overall Participation for All Students												
	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

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.	2373.	2405.	15	10.71	17.31	17	10.71	13.46	34	19.64	36.54	34	58.93	32.69
Grade 4	2432.	2412.	2446.	12	11.76	14.89	22	13.73	25.53	28	21.57	25.53	38	52.94	34.04
Grade 5	2482.	2456.	2483.	14	7.50	7.41	25	20.00	29.63	25	26.25	31.48	36	46.25	31.48
Grade 6	2518.	2492.	2517.	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. Looking at the overall achievement in our English Language Arts, our English Learners have shown growth across the board. The number of students who are identified as below standards has decreased. Students at or above grade level has increased.

2. In 2017-18, 38.49% of our students in third through sixth grade were at or above grade level standards overall in English Language Arts. In 2016-17, 27.09% of our English Learners were at or above grade level standards in English Langugage Arts. Comparing the two years, we have seen an increase of 11.40% of our English Learners scoring at or above grade level standards in English Langugage Arts.

3. Within the four domain of English Language Arts (Reading, Writing, Listening, and Reseach-Inquiry) and despite growth across all areas, our two greatest needs continue to be reading and writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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

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.	2398.	2385.	9	10.71	3.77	15	19.64	24.53	35	26.79	28.30	41	42.86	43.40
Grade 4	2433.	2410.	2435.	4	3.92	4.17	15	7.84	22.92	44	35.29	37.50	37	52.94	35.42
Grade 5	2472.	2442.	2453.	8	3.75	5.56	20	8.75	7.41	28	31.25	33.33	44	56.25	53.70
Grade 6	2483.	2475.	2484.	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

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
	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 99.60% of all students in third through sixth grade participate in the 2017-18 Math Smarter Balanced Summative Assessment. Compared to 98.8 % in 2016-17, this was a positive increase of .8%.

2. 23.58 % of our students in third through sixth grade were at or above grade level standards overall in Math in 2017-18 compared to17.13% the previous year. This is an increase of 6.45% of our students schoolwide that have moved into grade level standards or above in mathematics.

3. Of the three domain areas in mathematics, our greatest need school-wide need is in the area of problem solving & modeling and data analysis (using appropriate tools and strategies to solve real world and mathematical problems).

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1428.2	1443.5	1392.3	31
Grade 1	1470.6	1478.3	1462.5	21
Grade 2	1473.3	1481.8	1464.3	23
Grade 3	1487.6	1479.2	1495.5	17
Grade 4	1505.9	1511.3	1500.2	21
Grade 5	1543.0	1545.9	1539.6	12
Grade 6	1520.0	1506.8	1532.6	11
All Grades				136

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	38.71	*	*	*	*	*	*	31
Grade 1	14	66.67	*	*	*	*	*	*	21
Grade 2	*	*	*	*	*	*	*	*	23
Grade 3	*	*	*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*	*	21
Grade 5	*	*	*	*	*	*			12
Grade 6	*	*	*	*			*	*	11
All Grades	55	40.44	47	34.56	22	16.18	12	8.82	136

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	48.39	12	38.71	*	*	*	*	31
Grade 1	16	76.19	*	*			*	*	21
Grade 2	15	65.22	*	*	*	*	*	*	23
Grade 3	*	*	*	*	*	*	*	*	17
Grade 4	13	61.90	*	*	*	*	*	*	21
Grade 5	*	*	*	*	*	*			12
Grade 6	*	*	*	*	*	*	*	*	11
All Grades	77	56.62	39	28.68	12	8.82	*	*	136

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	13	41.94	*	*	31
Grade 1	*	*	11	52.38	*	*	*	*	21
Grade 2	*	*	*	*	*	*	*	*	23
Grade 3			*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*	*	21
Grade 5	*	*	*	*	*	*	*	*	12
Grade 6	*	*	*	*	*	*	*	*	11
All Grades	27	19.85	44	32.35	42	30.88	23	16.91	136

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	22	70.97	*	*	*	*	31
Grade 1	16	76.19	*	*	*	*	21
Grade 2	15	65.22	*	*	*	*	23
Grade 3	*	*	13	76.47	*	*	17
Grade 4	11	52.38	*	*	*	*	21
Grade 5	*	*	*	*	*	*	12
Grade 6	*	*	*	*	*	*	11
All Grades	75	55.15	49	36.03	12	8.82	136

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	45.16	14	45.16	*	*	31
Grade 1	17	80.95	*	*	*	*	21
Grade 2	15	65.22	*	*	*	*	23
Grade 3	12	70.59	*	*	*	*	17
Grade 4	18	85.71	*	*	*	*	21
Grade 5	11	91.67	*	*			12
Grade 6	*	*	*	*	*	*	11
All Grades	94	69.12	31	22.79	11	8.09	136

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	20	64.52	*	*	31
Grade 1	*	*	*	*	*	*	21
Grade 2	*	*	12	52.17	*	*	23
Grade 3	*	*	11	64.71	*	*	17
Grade 4	*	*	12	57.14	*	*	21
Grade 5	*	*	*	*	*	*	12
Grade 6	*	*	*	*	*	*	11
All Grades	26	19.12	75	55.15	35	25.74	136

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	35.48	*	*	*	*	31
Grade 1	*	*	12	57.14	*	*	21
Grade 2	*	*	16	69.57	*	*	23
Grade 3	*	*	11	64.71	*	*	17
Grade 4	*	*	11	52.38	*	*	21
Grade 5	*	*	*	*			12
Grade 6	*	*	*	*	*	*	11
All Grades	39	28.68	73	53.68	24	17.65	136

Conclusions based on this data:

1. Maxwell School's fifth graders had overall higher average scale scores than our sixth graders on the English Language Proficiency Assessments for California. Our fifth grade students scored 1543 compared to sixth grade students at 1520.

2. There were significantly more students scoring at Level 4 overall than compared to Levels 1, 2, and 3. (Level 4 - 40.44, Level 3 - 34.56, Level 2 - 16.18, Level 1 - 8.82)

3. As a school, Maxwell students are performing higher in oral language (listening and speaking) compared to written language (reading and writing).

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
450	**75.6%**	**34.2%**	**0.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	154	34.2%
Foster Youth	2	0.4%
Homeless	33	7.3%
Socioeconomically Disadvantaged	340	75.6%
Students with Disabilities	94	20.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3%
American Indian	4	0.9%
Asian	14	3.1%
Filipino	3	0.7%
Hispanic	322	71.6%
Two or More Races	3	0.7%
Pacific Islander	1	0.2%
White	95	21.1%

Conclusions based on this data:

1. Maxwell School has 154 students that are considered English Learners. Schoolwide, this is 34.2% of our student population.

2. Maxwell School has a significant percentage of students that are identified as socio-economically disadvantaged. 75.6% or 322 out of our 450 students fall within this category.

3. Maxwell School exceeds the typical average for students with disabilities with 20.9% or 94 out of our 450 students fall within the category.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Mathematics and English Language Arts are falling within the yellow on the California Dashboard. The previous year, 2016-17, the school was located in the orange area in both ELA and Math.

2. Chronic absences are in the orange area of the Dashboard for the 2017-18 school year. Chronic absences last year impacted 11.4% of our student body, There was a slight increase of 0.4% in our chronic absences compared to the 2016-17 school year. As of now in the 2018-19 school year, we are currently sitting at 14.9%of our student body being considered chronic absent. This equates to 61 students.

3. Suspensions are in the orange area of the Dashboard for the 2017-18 school year. There was an increase in the percentage of suspension (3.9%) from the previous year. In 2016-17, the school was located in the green area with 2.1% of our student body having been suspended. Looking back over the last several years, there has been a significant reduction in suspensions. In 2014-15 the suspension rate was 5.0%. In 2015-16 the suspension rate dropped to 2.5%. In 2016-17, the suspension rate continue to drop and was 2.1%. However, in 2017-18 the percentage of students suspended was 3.9%. The 2018-19 year thus far there have been only 3 students suspended which would signify a major improvement on the Dashboard Indicator.
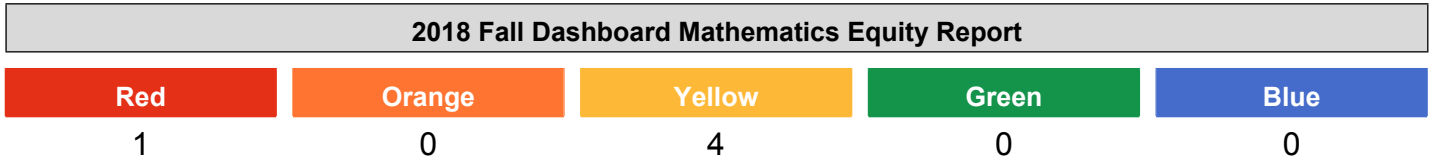
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	1	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
20 points below standard	35.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 29.9 points	Increased 24.5 points	
219 students	107 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	29.4 points below standard	91.3 points below standard
	Increased 26.1 points	Increased 12.5 points
10 students	167 students	42 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
4 students	1 students	2 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
24.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4 points below standard
Increased 31 points			Increased 26.7 points
173 students	1 students	1 students	37 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.3 points below standard	14.9 points above standard	9.7 points below standard
Increased 14.1 points	Increased 28 points	Increased 34.4 points
55 students	52 students	106 students

Conclusions based on this data:

1. All subgroups saw an increase in their English Language Arts score. All students together showed an increase of 29.9 points (yellow). Our reclassified English Learners are the highest performing subpopulation and 14.9 points above grade level standard.

2. All subpopulations showed an increase in ELA ranging from 12.5 (Students with Disabilities) to 34.7 (English Only). Despite all populations showing growth, there is a discrepancy that needs to be closed, especially with our students with disabilities. The discrepancy between Students with Disabilities and Reclassified English Learners is 106.2 points. Students with Disabilities are 91.3 points below grade level standard while Reclassified English Learners are 14.9 above grade level standard.

3. Socio-economically Disadvantaged students showed a 26.1 points increase. Our White population showed a 26.7 point increase (green) in the area of ELA. Our Hispanic population showed a 24.6 point increase in the area of ELA (yellow). English Learners showed a 24.5 point increase (yellow). Our Students with Disabilities showed an increase of 12.5 points in the area of ELA.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	0	4	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
60.2 points below standard	67.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 11.3 points	Increased 9.7 points	
219 students	107 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	70.4 points below standard	131.3 points below standard
	Increased 9 points	Maintained -1.7 points
10 students	167 students	42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
4 students	1 students	2 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
66.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	36.7 points below standard
Increased 14.6 points	1 students	1 students	Increased 5.2 points
173 students			37 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.4 points below standard	31.9 points below standard	56.5 points below standard
Declined -3.7 points	Increased 19.7 points	Increased 12.1 points
55 students	52 students	106 students

Conclusions based on this data:

1. The majority of subgroups achieved a small amount of growth in the area of mathematics. School-wide, students increased 11.3 points on the state assessment in mathematics and are in the yellow domain within the California Dashboard. The only exception was our students with disabilities which decreased as a group by 1.7 points and our English Learners, who declined 3.7 points.

2. Despite all subpopulation (excluding Students of Disabilities and English Learners) showing an increase in math performance, there is a discrepancy between the various subgroups. English only students increased their performance by 12.1 points. Reclassified students increased by 19.7 points. White students increased 5.2 points, Hispanic students increased 14.6, and Socio-economically disadvantaged students rose 9.7 points.

3. Three of the four subgroups on the California Dashboard are in the yellow domain. Students with Disabilities lie in the red zone and are 131.3 points below grade level standard.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
136	40.4%	34.6%	16.2%	8.8%

Conclusions based on this data:

1. 40.4% of our English Learners are identified at the Level 4 (Well Developed) on the ELPAC. This is 9.8% higher than the state average.

2. 34.4% of our English Learners are at Level 3 (Moderately Developed) on the ELPAC. This is identical to the state average.

3. 16.2% of our English Learners are in Level 2 (Somewhat Developed) and 8.8% are in Level I (Beginning Stage). This is a positive and a smaller percentage in the lower levels compared to the state average. The state average is 20.2 % in Level 2 and 14.6% in Level I.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

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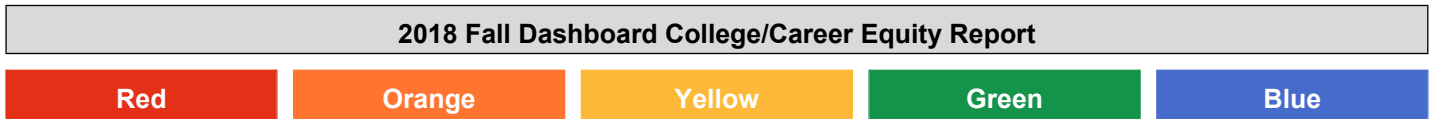
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red   Orange   Yellow   Green   Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	1
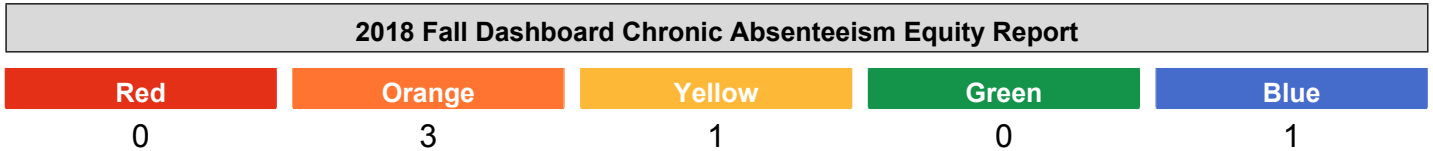
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
11.4% chronically absent	4.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Declined 3.1%	5 students
465 students	159 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
23.5% chronically absent	11.9% chronically absent	14.8% chronically absent
Increased 5.3%	Declined 0.6%	Maintained 0.4%
34 students	362 students	108 students

	2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity		
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	7.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
6 students	4 students	Increased 1.3%	3 students
		14 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
10.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	13.9% chronically absent
Maintained 0.2%	6 students	1 students	Maintained 0.2%
330 students			101 students

Conclusions based on this data:

1. In the 2017-18 school year, Maxwell School's chronic absenteeism rate was 11.4 %. This was an increase of 0.4% from the previous year.

2. English Learner and Asian populations had the lowest percentage of students identified as chronically absent, 4.4% and 7.1%. Our Hispanic population also had a lower percentage compared to school-wide in chronic absences.

3. Our populations of Homeless, White, Student with Disabilities, and Socio-Economic Disadvantaged were all above our school-wide average (11.4%). Homeless - 23.5%, White - 13.9%, Students with Disabilities- 14.8%, Socio-economically disadvantaged - 11.9%.

School and Student Performance Data

Academic Engagement
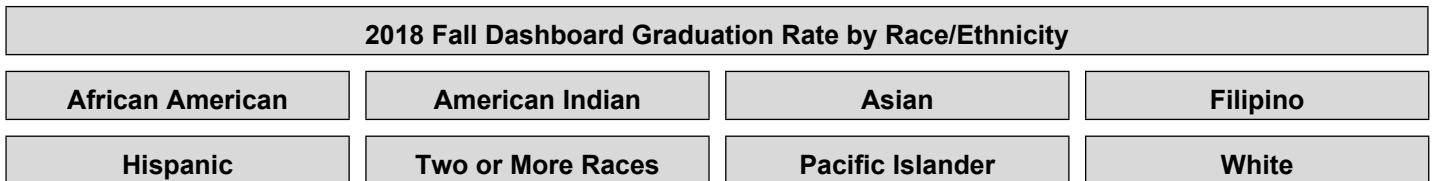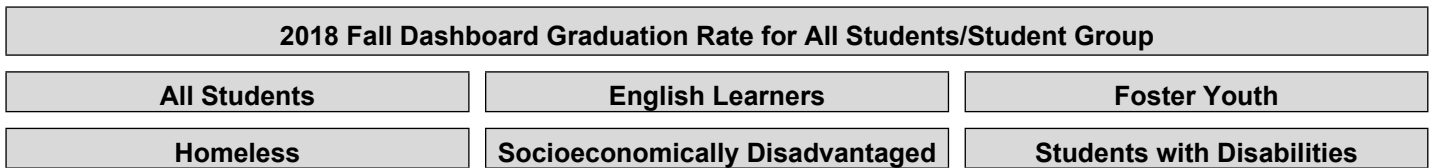## Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.
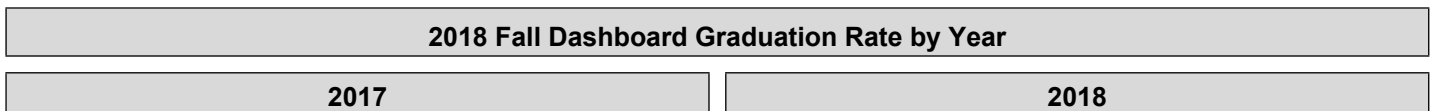
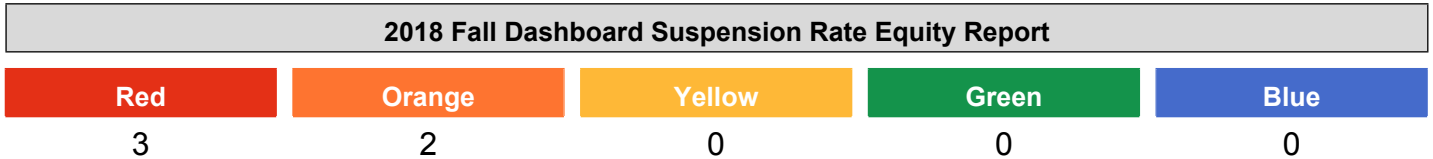# School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
3.9% suspended at least once	3.6% suspended at least once	Less than 11 Students - Data Not
Increased 1.8%	Increased 2.5%	6 students
483 students	166 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
0% suspended at least once	4.5% suspended at least once	5.3% suspended at least once
Declined -4.3%	Increased 2.3%	Increased 3.5%
35 students	377 students	113 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0% suspended at least once	Less than 11 Students - Data
6 students	4 students		3 students
		Maintained 0%	
		14 students	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Orange
4% suspended at least once	Less than 11 Students - Data	Less than 11 Students - Data	3.9% suspended at least once
	6 students	1 students	
Increased 2.1%			Increased 0.4%
347 students			102 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.5% suspended at least once	2.1% suspended at least once	3.9% suspended at least once

Conclusions based on this data:

1. The overall suspension rate for the 2017-18 school year increased 1.8% compared to the previous year. In 2017-18, our suspension rate was 3.5% compared to 2.1% the previous year.

2. All populations showed an increase in the percentage of suspension except the Homeless population.

3. The White population showed the greatest increase in suspensions with a 3.9% increase school-wide. Also showing a significant increase in suspensions was our subpopulation in Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

Despite overall growth school-wide and within the majority of our populations, there is a need for continuous growth in Math and English Language Arts. Our Students with Disabilities are far below grade level and have shown no progress. Overall our greatest need is math and within the domain of Problem Solving & Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator found on the California Dashboard.	All students are yellow on the Dashboard, and show a score of -20 below grade level expectation in ELA, Students with Disabilities are -91.3 below grade level in ELA. All students are yellow on the Dashboard, and show a score of -60.2 below grade level expectations in Math, Students with Disabilities are -131.3 below grade level expectation in Math.	Students with disabilities will increase 15 points moving closer toward grade level standards. which will push this population from the red zone to the orange. All students will also increase 10 points closer toward grade level standard which will push our school from yellow (-5 below grade level standard) to green on the California Dashboard.
Percentage of students who reach growth targets on iReady in Reading and Math.	37% of students met the growth target in reading. 20% of students met the growth target in math.	We will see an increase in the percentage of 10% of our students reaching growth target on i-Ready in Reading and Math compared to previous year.
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	To establish a baseline, we will use a rubric score on PLC Development and Implementation.	Our staff will show movement to the right on all categories found within the PLC Rubric.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students
with a focus on students with disabilities

Strategy/Activity

I. Provide quality first instruction for all students in the areas of Math and ELA.

*Staff Development (PLC's, Mathematical Practices, and Universal Design for Learning)
*Common Agreements for Academics with a focus on support for students with disabilities(Quality First Instruction, RTI Targeted Instruction, i-Ready, Pacing Guide, Adopted Curriculum)
*Staff Meetings (Focus on Math and UDL)
*Weekly Protected PLC Time
*Purchase of Manipulatives
*School-wide Common Agreements (i-Ready, , school-wide approach to word problems, the use of manipulatives, conferences with students and goal setting, supports for students with disabilities).
*School-wide Observations

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

19054.00	Supplemental/Concentration
18216.00	Title I Part A: Basic Grants Low-Income and Neglected
1909	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

There is a universal need to expose our students to the concept and future of obtaining higher education along with assuming ownership of one's learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who are aware of their goals and progress in mathematics and reading using i-Ready.	Determine baseline through a survey: percentage of our students in 2nd-6th grades aware of their current level and growth goals in Reading and Math on i-Ready.	90% of students in 3rd-6th grades will be able to accurately identify current progress level and level needed to obtain reading and math i-Ready goals for the trimester.
Increase opportunities and participation for students to have meaningful participation in the visual and performing arts.	Establishing a baseline of participation in choir, dance, music.	A 10% increase in the number of students participating in any of the enrichment opportunities provided at Maxwell School.
Increase opportunities and participation for students to have meaningful participation in enrichment activities.	Establishing a baseline of participation in the various enrichment areas: cross country, jump rope club,.	A baseline will be established.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

I.With a school-wide focus using goal setting and monitoring progress in reading and math, students will begin to take ownership of their learning. Students will understand what their expectation and growth should be as well as how they
are progressing toward it. At the same time, we will provide multiple opportunties for enrichment type activities for all students to discover their interests and strengths.

*Goal setting and self-monitoring of academic progress: i-Ready, Accelerated Reading, Attendance
*Providing multiple enrichment activities for students: Cross Country, Choir, Music (Band), STEM, ASES, Jump Rope Club, Foklorico, Science Night
*Classroom Field Trips ($500 per classroom)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Site Discretionary
5,500	Title I Part A: Basic Grants Low-Income and Neglected
5,000	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

The majority of our student population is below grade level standards in Math and English Language Arts. Our Students with Disabilities need additional support, especially in the area of Mathematics. Continuous support is also needed in addressing the social-emotional needs of our students. There is a high need to address chronic absences at our school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	53 students, 11.4% of students are chronically absent.	We will reduce the percentage of chronic absent students by more than 3% schoolwide.
Increase in the number of students achieving proficiency (green) on the i-Ready Diagonostic Assessment in both ELA and Math.	Determine baseline at intial i-Ready Assessment to determine students achieving proficiency in ELA and Math.	We will see a 10% increase in the number of students achieving proficient on the end of the year i-Ready Assessment.
Reducing the number of Tier II Interventions in academics.	Establishing a baseline and number of students who participated in Tier II from the previous year.	There will be a reduction of 10% in the number of students needing Tier II support in academics.
Reduction in the number of referrals and suspensions.	Establishing a baseline and number of referrals and suspensions from the previous year.	Suspension and referrals will decrease by a minimum of 0.3%.
Increase student sense of safety and school connectedness.	A baseline will be established in the 18-19 school year using California Healthy kids survey.	A baseline will be established.
Ensure access to extended learning opportunities	A baseline will be established this year.	A baseline will be established.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students
Chronically absent students

Strategy/Activity

All students will benefit from our work to refine all Tier II supports addressing behavior, attendance, and academic needs. Through a strong support system, we will show a decrease in behavior and chronic absences. Academic support
will increase our numbers of students achieving grade level and above in ELA and Mathematics.

*Common Agreements for Academics RTI Target Instruction, i-Ready (with a focus on students with disabilities)
*RTI - Math / ELA
*Scheduling for Tier II Intervention Support
*PBIS School-wide Commitment and Practices (Monthly Character Traits, Ohana Circles, Dragon Way, Restorative Justice, Conflict Managers)
*Monthly PBIS Team Meetings (Identifying Patterns and Areas of Need)
*Weekly Attendance Support Team Meetings (Incentives, System of Support)
*Bimonthly Tier II Support Team Meetings (Identifying and Providing Additional Support)
*Incentive Programs
*Academic Conferences /Assessment Data
*SST's, 504's
*Response to Intervention Support
*Positive Reinforcement (Dragon Way, Student Store, Incentives)
*After School Intervention
*Weekly Recognition

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
69,500	Title I Part A: Basic Grants Low-Income and Neglected
55,000	Supplemental/Concentration
2,000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

There is a need for continuous growth for all of our English Learners. The majority of our students are scoring at a 3 or 4 on the ELPAC and are closing in on being reclassified. As a subgroup, there is a need for additional support in writing and reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	15.6% of students were reclassified in 2017-2018.	We will show an increase of 3% of our English Language Learners being reclassifed compared to the previous year.
Show growth on the English Learner Progress Indicator (CA School Dashboard).	Baseline will be established when data is available.	Our subpopulation of English Learners will show a minimum of 10 point growth in ELA and Math on SBAC.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Staff development and classroom instruction in designated and integrated ELD, emphasizing the use of Academic Language. Research based instructional strategies will be used to increase the opportunities for quality and structured student collaboration (listening and speaking). Additional opportunities for Tier II support in English Language Arts: reading, writing, speaking, and listening will be provided for our English Learners.

*Professional Development (EL Specialist Provided Workshops on Integrated and Designated ELD Strategies)
*Goal Setting and Data Chats

*Strong Understanding of Reclassification Benchmarks by All Stakeholders (student, teacher, parent)
*Emphasizing Academic Language During Integrated and Designated English Language Development
*Using Listening and Speaking Skills Before Writing and Reading
*School-wide LTEL Shadowing and Data Collection
*Focus on reading and writing school-wide for our EL
*Providing Tier II Intervention and Reteaching
*New Comers Group
*Response to Intervention Tier II Support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

There is a need to increase the level of parent participation and involvement at our school and in our stakeholder meetings: School Site Council, Parents-Teacher Association, English Language Advisory Committee. There is an added need to focus on our Spanish speaking families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters and in particular those representing the diversity of student demographics.	We will determine a baseline of participation in the various parent committees at Maxwell School at the start of the school year.	We will show an increase of 10% with our parent participation in the various committees and school events.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	Our baseline will be determined by the 2018-19 CHKS on school safety, school culture, and	We will see an increase of 10% in our parents rating school safety, school culture high on the survey.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	17% of parents have Aeries parent portal accounts. Determine the number of teachers, parents using technology to access information and to communicate with the school.	25% of parents will have parent portal accounts. We will increase the number of parents accessing information through the use of technology (Class Dojo/Remind) by 20%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

All parents with a focus on our Spanish speaking parents

Strategy/Activity

I. Through a variety of mediums, we will increase our communication and involvement of parents in our various committees and school-wide events.

* All calls done in multiple languages.
* Newsletter/posters, flyers in multiple languages
* Website information and calendar provided in multiple languages.
* La Posada
* Annual Fall Carnival
* Welcome Back for Parents and Student
* PTA
* School Site Council
* ELAC - English Language Arts Committee
* Parent Volunteers
* Breakfast With the Principal
* Family Nights (Game Night, Science Night, Movie Night)
* Administer Parent Survey, HKS

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1029	Title I Part A: Parent Involvement
1000	Site Discretionary

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$94,245.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$184,708.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$93,216.00
Title I Part A: Parent Involvement	$1,029.00

Subtotal of additional federal funds included for this school: $94,245.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Site Discretionary	$8,909.00
Supplemental/Concentration	$81,554.00

Subtotal of state or local funds included for this school: $90,463.00

Total of federal, state, and/or local funds for this school: $184,708.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Katie Wilmot	Parent or Community Member
Mari Sanchez	Classroom Teacher
Laura Iniguez-Rodriguez	Other School Staff
Heather Schuchardt	Parent or Community Member
Kristen Hale	Parent or Community Member
Arlene Sandoval	Classroom Teacher
Jackie Chase Gonzales	Classroom Teacher
Bradley Clagg	Principal
Ulda Rodriguez	Parent or Community Member
Libia Amado (Uscanga)	Parent or Community Member

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)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
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 04-17-2019

Attested:

Bradley Clagg		04 - 17 - 2019
Typed Name of School Principal	Signature of School Principal	Date
Katie Wilcot		4-17-2019
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Site Council Membership   **Recommendations and Assurances**

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