School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rhoda Maxwell Elementary School	57727100000000	5-17-2021	June 3, 2021

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)

Schoolwide Program

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 (Every Student Succeeds Act) 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.

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

Maxwell's School Site Council scheduled a total of 5 meetings this year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan. The dates include 9/30/2020, 11/16/2020, 1/25/2021, 2/22/2021, and 5/17/2021.

Formal needs assessments were conducted with multiple stakeholder groups during the 2020-2021 school year including ELAC (English Learner Advisory Committee), School Site Council, and staff. Each meeting included an in-depth review of the most recent California School Dashboard data for Maxwell school students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.

School Site Council was presented the SPSA on 9-30-20 and provided feedback. During the 1-25-21 meeting, the team monitored and review school plan implementation. On 2-22-21, the team conducted a needs assessment and was presented with data from the CA Dashboard, I-Ready, and additional school data.

ELAC scheduled a total of 6 meetings this year and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process and provided school plan recommendations to the Site Council for the 2021-2022 school year. During the 1-25-21 meeting, the team monitored and review school plan implementation. On 2-22-21, the team conducted a needs assessment and was presented with data from the CA Dashboard, I-Ready, and additional school data. The team met on dates included: 10-13-2020, 10-10-2020, 12-8-2020, 1-26-2021, 2-16-2021, and 5-25-2021.

Two classes participated in a process for the purpose of gathering data for the SPSA. Group 1 was a 6th-grade class that met on 3/23/2021 and the second group was a 5th-grade class that met on 3/26/2021. Student input was gathered through a 13 question survey focused on English Language Arts (ELA), writing, and math with an emphasis focus on math. Twenty-three 5th-grade students answered the survey questions. The survey results were shared with the class. The students were randomly divided into three focus groups to answer the followed questions.:
1. What is easy about math?
2. What is hard about math? and
3. What could we do to make math easier?
The same procedures were followed with a class of twenty 6th-grade students. Combined, the two classes had a balanced of students in special education students, English Learner students, and General Education. The student could have multiple designations.

Two classes were given a 13 question survey. The results were shared with the class. The class was divided into three breakout rooms with an adult leading asking the students three questions. What is easy about math? What is hard about math? and What could we do to make math easier for you? The students were brought back together and their responses were shared. Feedback meets dates are scheduled next week. In developing the

As a follow-up, student focus groups met again on 4-28-21, reviewed their suggestions, and provided feedback on the strategies chosen for implementation. Students then provided an analysis of causes and collaborated to provide recommendations to improve outcomes for students.

Additional needs assessments were conducted on 2-24-2021 during a staff meeting. Performance data was shared with the teachers and identified math as an area of need. Staff participated in an in-depth review of a root cause analysis in the area of math and proposed actions and strategies to support these needs. Areas of concern included the real-world hands-on activities that make math come alive for our students which would support student engagement and connection.

The process to include all stakeholders in the development of the school plan was considered with recommendations and feedback from all groups. The finalized SPSA was approved on May 1, 2021, by School Site Council.

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.89%	0.24%	0.48%	4	1	2
African American	1.33%	1.89%	1.19%	6	8	5
Asian	3.11%	3.31%	2.85%	14	14	12
Filipino	0.67%	0.71%	0.24%	3	3	1
Hispanic/Latino	71.56%	69.74%	70.07%	322	295	295
Pacific Islander	0.22%	0.24%	0.24%	1	1	1
White	21.11%	21.04%	21.38%	95	89	90
Multiple/No Response	0.44%	1.65%	1.19%	2	7	10
			Total Enrollment	450	423	421

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	88	86	108
Grade 1	64	61	50
Grade 2	65	61	46
Grade3	52	59	53
Grade 4	49	52	58
Grade 5	54	51	52
Grade 6	78	53	54
Total Enrollment	450	423	421

Conclusions based on this data:

1. Our population has declined from previous years. Our enrollment in 2019-2020 was 421 which remained stable for the last two years.

2. Our Hispanic-Latino population makes up 70.07% of our student population. Our second largest population is the White population making up 21.38% of our student body.

3. Maxwell is anticipating on our enrollment to remain the same as the 2021-2022 school year of 423 students roughly.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	154	137	124	34.2%	32.4%	29.5%
Fluent English Proficient (FEP)	46	44	59	10.2%	10.4%	14.0%
Reclassified Fluent English Proficient (RFEP)	17	24	30	10.1%	15.6%	21.9%

Conclusions based on this data:

1. The number of English Learners students was 124 students in 2019-2020 which is 29.5% of our student body. which is a decline from the previous two years. Maxwell data appears to reflect a decline in English Learner (EL) enrollment. However, looking at enrollment data on the previous page, our campus shows a decline in enrollment of 25 students. This could also reflect the fact that our Fluent and Reclassified students percentages have gone up.

2. The number of Fluent English Proficient (FEP) students in 2019-2020 was 59 compared to 46 and 44 the previous two years. This data shows that students who were spoken to in a language other than English in the home was still exposed to the English language to be proficient enough to be considered FEP status.

3. The number of Reclassified English Proficient (RFEP) students was 30 students in 2019-2020 which is up from 24 students in the previous year. Our hard work from the teachers and our EL Project Specialist along with support from the district has created a program that reclassifies more students each year. The 30 minutes of EL (English Learner) daily instruction along with teachers providing integrated and designated instruction to students is showing an increase of reclassification. The principal and EL Specialist work closely together to ensure our EL population is receiving the instruction to support their growth with the English language and academic language. Maxwell will continue our momentum to support our EL students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	54	56	56	52	55	56	52	55	98.2	96.3	98.2
Grade 4	52	48	54	51	47	53	51	47	53	98.1	97.9	98.1
Grade 5	81	54	55	80	54	54	80	54	54	98.8	100	98.2
Grade 6	64	74	54	64	73	54	64	73	54	100	98.6	100
All Grades	254	230	219	251	226	216	251	226	216	98.8	98.3	98.6

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2373.	2405.	2385.	10.71	17.31	10.91	10.71	13.46	16.36	19.64	36.54	29.09	58.93	32.69	43.64
Grade 4	2412.	2446.	2456.	11.76	14.89	22.64	13.73	25.53	18.87	21.57	25.53	26.42	52.94	34.04	32.08
Grade 5	2456.	2483.	2486.	7.50	7.41	16.67	20.00	29.63	33.33	26.25	31.48	20.37	46.25	31.48	29.63
Grade 6	2492.	2517.	2514.	3.13	12.33	9.26	29.69	31.51	38.89	32.81	32.88	29.63	34.38	23.29	22.22
All Grades	N/A	N/A	N/A	7.97	12.83	14.81	19.12	25.66	26.85	25.50	31.86	26.39	47.41	29.65	31.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.14	19.23	9.09	35.71	40.38	47.27	57.14	40.38	43.64
Grade 4	13.73	19.15	18.87	39.22	44.68	54.72	47.06	36.17	26.42
Grade 5	15.00	14.81	18.52	38.75	61.11	53.70	46.25	24.07	27.78
Grade 6	4.69	15.07	12.96	45.31	50.68	51.85	50.00	34.25	35.19
All Grades	10.36	16.81	14.81	39.84	49.56	51.85	49.80	33.63	33.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	15.38	9.09	28.57	34.62	45.45	57.14	50.00	45.45
Grade 4	9.80	12.77	13.21	37.25	55.32	58.49	52.94	31.91	28.30
Grade 5	12.50	14.81	16.67	41.25	53.70	53.70	46.25	31.48	29.63
Grade 6	10.94	17.81	12.96	48.44	54.79	66.67	40.63	27.40	20.37
All Grades	11.95	15.49	12.96	39.44	50.00	56.02	48.61	34.51	31.02

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	8.93	17.31	9.09	62.50	59.62	63.64	28.57	23.08	27.27
Grade 4	7.84	6.38	24.53	54.90	78.72	64.15	37.25	14.89	11.32
Grade 5	7.50	9.26	9.26	66.25	70.37	57.41	26.25	20.37	33.33
Grade 6	3.13	9.59	11.11	73.44	73.97	72.22	23.44	16.44	16.67
All Grades	6.77	10.62	13.43	64.94	70.80	64.35	28.29	18.58	22.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	5.36	23.08	14.55	50.00	51.92	47.27	44.64	25.00	38.18
Grade 4	5.88	8.51	16.98	49.02	63.83	54.72	45.10	27.66	28.30
Grade 5	11.25	16.67	18.52	52.50	59.26	51.85	36.25	24.07	29.63
Grade 6	14.06	27.40	7.41	60.94	57.53	70.37	25.00	15.07	22.22
All Grades	9.56	19.91	14.35	53.39	57.96	56.02	37.05	22.12	29.63

Conclusions based on this data:

1. Looking at the overall achievement in English Language Arts (ELA), 67.42% of our students exceeded, met or nearly the standard. While 31.94% of our students did not met the standards. During the 2016-2017 year, the over all score was 52.59%. In 2017-2018, the score jumped to 70.35%. There was a slight decrease in 2018-2019. The data shows that our students have maintained overall

2. In 2018-2019, 41.20% of our students in third through sixth grade who exceeded or met the standards overall in English Language Arts. Comparing the two years, we have seen an increase of 2.71%% of overall students scoring at or above grade level standards in English Language Arts(ELA). This growth can be attributed to the school's academic focus on ELA in the last few years.

3. Within the four domains of English Language Arts (Reading, Writing, Listening, and Research-Inquiry) and despite growth across all areas, our two greatest needs continue to be reading and writing. Maxwell will continue to use the district-adopted curriculum of Wonders and Benchmark and supplement where needed. We will use I-ready assessment data along with STAR Reading, unit assessments, and teacher data. Trimester academic conferences, Professional Learning Communities (PLC) time set aside for grade-level teacher collaboration.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	54	56	56	53	55	56	53	55	98.2	98.1	98.2
Grade 4	52	48	54	51	48	53	51	48	53	98.1	100	98.1
Grade 5	81	54	55	80	54	55	80	54	55	98.8	100	100
Grade 6	64	74	54	64	74	54	64	74	54	100	100	100
All	254	230	219	251	229	217	251	229	217	98.8	99.6	99.1

* 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			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2398.	2385.	2396.	10.71	3.77	5.45	19.64	24.53	20.00	26.79	28.30	30.91	42.86	43.40	43.64
Grade 4	2410.	2435.	2440.	3.92	4.17	9.43	7.84	22.92	15.09	35.29	37.50	39.62	52.94	35.42	35.85
Grade 5	2442.	2453.	2457.	3.75	5.56	9.09	8.75	7.41	16.36	31.25	33.33	27.27	56.25	53.70	47.27
Grade 6	2475.	2484.	2470.	3.13	5.41	3.70	12.50	20.27	11.11	45.31	33.78	42.59	39.06	40.54	42.59
All Grades	N/A	N/A	N/A	5.18	4.80	6.91	11.95	18.78	15.67	34.66	33.19	35.02	48.21	43.23	42.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.64	11.32	12.73	33.93	32.08	32.73	46.43	56.60	54.55
Grade 4	5.88	20.83	18.87	27.45	25.00	26.42	66.67	54.17	54.72
Grade 5	6.25	5.56	18.18	26.25	20.37	27.27	67.50	74.07	54.55
Grade 6	9.38	8.11	7.41	39.06	45.95	35.19	51.56	45.95	57.41
All Grades	9.96	10.92	14.29	31.47	32.31	30.41	58.57	56.77	55.30

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	9.43	14.55	44.64	52.83	47.27	41.07	37.74	38.18
Grade 4	5.88	10.42	15.09	33.33	45.83	35.85	60.78	43.75	49.06
Grade 5	3.75	7.41	9.09	33.75	31.48	47.27	62.50	61.11	43.64
Grade 6	4.69	4.05	1.85	37.50	47.30	38.89	57.81	48.65	59.26
All Grades	6.77	7.42	10.14	37.05	44.54	42.40	56.18	48.03	47.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	15.09	12.73	33.93	50.94	54.55	51.79	33.96	32.73
Grade 4	3.92	10.42	15.09	27.45	50.00	43.40	68.63	39.58	41.51
Grade 5	3.75	5.56	5.45	35.00	50.00	40.00	61.25	44.44	54.55
Grade 6	4.69	13.51	5.56	46.88	36.49	48.15	48.44	50.00	46.30
All Grades	6.37	11.35	9.68	36.25	45.85	46.54	57.37	42.79	43.78

Conclusions based on this data:

1. Maxwell School had 99.10% of all students in third through sixth grade participate in the 2018-2019 Math Smarter Balanced Summative Assessment (SBAC). Compared to 99.60% in 2017-2018. This high percentage of students taking the assessment shows the commitment and importance placed on this assessment. The staff works hard to ensure all students are tested.

2. 57.6% of our students in third through sixth grade were at, above, or near standard overall in Math in 2018-2019, compared to 56.77% the previous year. This is an increase of .83% from the previous year. However, students in 3rd -5th grade who scored below standard were 42.40% overall. Despite the small gain from the 2017-2018 school year to 2018-2019, the school must work to improve student achievement. Our 3rd graders who took the assessments in the 2018-2019 school year will be our 6th-grade students next year. The 3rd-grade students overall at, above, or near standard scores were as followed:
Overall Achievement for our 3rd-grade students: at, above, or near standard scores 56.36% while the below standards scores were 43.64%
Concepts & Procedures, Applying mathematical concepts and procedures for our 3rd-grade students: at, above, or near standard scores 45.46% while the below standards scores were 54.56%
Problem Solving & Modeling/Data Analysis. Using appropriate tools and strategies to solve real-world and mathematical problems for our 3rd-grade students: at, above, or near standard scores of 61.82% while the below standards scores was 38.18%
Communicating Reasoning, Demonstrating the ability to support mathematical conclusions for our 3rd-grade students: at, above, or near standard scores of 67.28% while the below standards scores were 32.73%

3. Our focus must be on all standards in math with an emphasis on Concepts & Procedures. Our instruction needs to focus on providing clear instruction explaining the reasons why operation concepts work as they do. Students need to understand the conceptual understanding—comprehension of mathematical concepts, operations, and relations. Maxwell's staff needs to help students understand the strands of competence. Having a deep understanding requires that learners connect pieces of knowledge and that connection, in turn, is a key factor in whether they can use what they know productively in solving problems.
Maxwell will continue to use the district-adopted curriculum and supplement where needed. We will use I-ready assessment data along with STAR Math, unit assessments, and teacher data. Trimester academic conferences, Professional Learning Communities PLC (Professional Learning Community) time set aside for grade-level teacher collaboration.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	1428.2	1424.7	1443.5	1440.7	1392.3	1387.2	31	26
Grade 1	1470.6	1442.6	1478.3	1455.4	1462.5	1429.2	21	17
Grade 2	1473.3	1497.8	1481.8	1498.7	1464.3	1496.4	23	20
Grade 3	1487.6	1502.8	1479.2	1491.7	1495.5	1513.4	17	19
Grade 4	1505.9	1531.7	1511.3	1530.8	1500.2	1531.7	21	13
Grade 5	1543.0	1514.2	1545.9	1501.3	1539.6	1526.5	12	12
Grade 6	1520.0	*	1506.8	*	1532.6	*	11	7
All Grades							136	114

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	38.71	7.69	*	42.31	*	38.46	*	11.54	31	26
1	66.67	0.00	*	64.71	*	17.65	*	17.65	21	17
2	*	30.00	*	50.00	*	15.00	*	5.00	23	20
3	*	21.05	*	42.11	*	26.32	*	10.53	17	19
4	*	53.85	*	15.38	*	23.08	*	7.69	21	13
5	*	25.00	*	25.00	*	41.67		8.33	12	12
6	*	*	*	*		*	*	*	11	*
All Grades	40.44	21.05	34.56	42.11	16.18	26.32	8.82	10.53	136	114

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	48.39	7.69	38.71	53.85	*	26.92	*	11.54	31	26
1	76.19	17.65	*	52.94		23.53	*	5.88	21	17
2	65.22	45.00	*	45.00	*	5.00	*	5.00	23	20
3	*	26.32	*	47.37	*	21.05	*	5.26	17	19
4	61.90	69.23	*	7.69	*	7.69	*	15.38	21	13
5	*	25.00	*	58.33	*	8.33		8.33	12	12
6	*	*	*	*	*	*	*	*	11	*
All Grades	56.62	30.70	28.68	44.74	8.82	15.79	*	8.77	136	114

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	70.97	30.77	*	65.38	*	3.85	31	26
1	76.19	52.94	*	41.18	*	5.88	21	17
2	65.22	45.00	*	45.00	*	10.00	23	20
3	*	15.79	76.47	68.42	*	15.79	17	19
4	52.38	53.85	*	38.46	*	7.69	21	13
5	*	0.00	*	91.67	*	8.33	12	12
6	*	*	*	*	*	*	11	*
All Grades	55.15	32.46	36.03	57.89	8.82	9.65	136	114

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	45.16	15.38	45.16	65.38	*	19.23	31	26
1	80.95	17.65	*	76.47	*	5.88	21	17
2	65.22	45.00	*	50.00	*	5.00	23	20
3	70.59	63.16	*	31.58	*	5.26	17	19
4	85.71	69.23	*	15.38	*	15.38	21	13
5	91.67	50.00	*	41.67		8.33	12	12
6	*	*	*	*	*	*	11	*
All Grades	69.12	42.11	22.79	48.25	8.09	9.65	136	114

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.52	84.62	*	15.38	31	26
1	*	23.53	*	35.29	*	41.18	21	17
2	*	20.00	52.17	65.00	*	15.00	23	20
3	*	5.26	64.71	78.95	*	15.79	17	19
4	*	7.69	57.14	69.23	*	23.08	21	13
5	*	16.67	*	50.00	*	33.33	12	12
6	*	*	*	*	*	*	11	*
All Grades	19.12	11.40	55.15	64.04	25.74	24.56	136	114

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.48	42.31	*	42.31	*	15.38	31	26
1	*	0.00	57.14	82.35	*	17.65	21	17
2	*	15.00	69.57	70.00	*	15.00	23	20
3	*	26.32	64.71	73.68	*	0.00	17	19
4	*	23.08	52.38	61.54	*	15.38	21	13
5	*	16.67	*	66.67		16.67	12	12
6	*	*	*	*	*	*	11	*
All Grades	28.68	22.81	53.68	64.91	17.65	12.28	136	114

Conclusions based on this data:

1. For our ELPAC (English Learner Proficiency Assessment for California) Summative Assessment Data, the number of students and mean scale scores for all students in K-5th grade remained the same with a .05% difference from 2017-2018 to 2018-2019.

2. There were significantly more students scoring at Level 3 overall than compared to Levels 1, 2, and 3. (Level 4 - 21.05, Level 3 - 42.11, Level 2 - 26.32, Level 1 - 10.53)

3. As a school, Maxwell students remained the same within 1% in Listening, Speaking and Reading. In writing, students increased from 2017-2018 to 2018-2019 school year by 5.36%. Maxwell's goal is to assess students at the beginning of the 2021-2022 school year, review multiple data sources and create trimester goals to support student learning.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
423	**74.2**	**32.4**	**1.2**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	137	32.4
Foster Youth	5	1.2
Homeless	6	1.4
Socioeconomically Disadvantaged	314	74.2
Students with Disabilities	85	20.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.9
American Indian	1	0.2
Asian	14	3.3
Filipino	3	0.7
Hispanic	295	69.7
Two or More Races	5	1.2
Pacific Islander	1	0.2
White	89	21.0

Conclusions based on this data:

1. Maxwell School has 137 students that are considered English Learners school-wide, this is 32.4% of our student population.

2. Maxwell School has a significant percentage of students that are identified as socio-economically disadvantaged. 74.2% or 314 out of our 423 students fall within this category.

3. Maxwell School exceeds the typical average for students with disabilities with 20.1% or 85 out of our 423 students falling within the category. Maxwell should remain stable with enrollment around 420 students and maintain our staffing ratios. 69.7% of our students fall in the Hispanic student group. The school will continue to send out information our community in English and Spanish.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Mathematics is falling within the yellow zone of the California Dashboard. The previous year, 2019, the school was yellow in both ELA (English Language Arts) and Math.

2. Chronic absences are identified and fall within the red area of the Dashboard for the 2019 school year. Chronic absences in 2019 impacted 11.4% of our student body, There was an increase of 5.60% in our chronic absences compared to the 2019 school year. As of the 2019 school year, 17.00% of our student body being considered chronically absent. This equates to 72 students.

3. Suspensions are in the Green on the Dashboard for the 2018-2019 school year. This is an improvement from the Orange level in 2017-2018 school year. In 2018-2019 there were a total of 8 suspensions- 5 students Hispanic or Latino at a 1.0% rate, and 3 White students at a 2.2% rate. In 2017-2018 there were 35 suspensions- 30 students who were Hispanic or Latino at a 4.0% rate and 4 White students at a 3.9% rate. Our goals is to provide clear expectations through the PBIS (Positive Behavior Intervention and Support) model and lower our suspension rate and move into the blue zone.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
22.1 points below standard	40.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2 points	Declined -5.1 points	
207	99	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	31.9 points below standard	100.8 points below standard
	Maintained -2.5 points	Maintained ++2 points
1	154	43

2019 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	1	6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
28.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.6 points above standard
Declined -4.3 points			Increased ++4.6 points
154	1	1	40

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.1 points below standard	2.7 points below standard	9.6 points below standard
Declined -8.8 points	Declined Significantly -17.6 points	Maintained ++0.1 points
42	57	104

Conclusions based on this data:

1. All subgroups as a whole declined in their English Language Arts score. All students together showed a 23.3 point decrease from the standard but remained in the yellow performance level.

2. Two sub populations that maintained in their performance level are Students with Disabilities, which is in the red and is -102.8 points below the standard, and White, which is in the Yellow color and is -1.5 points below the standard.

3. Three subpopulations that declined in their performance level are English Learners, which are in the orange color and are -41.6 points from the standard, Hispanic which is in the orange and is -29.7 points below the standard, and Socioeconomically Disadvantaged which is in the Orange and is 41.6 points below the standard. Without knowing the impact of the pandemic and teaching virtually for a year, our focus/goal in 2021-2022 we maintain -2 points and continue that momentum and raise the 22.1 points below standard to 20 points below standard.
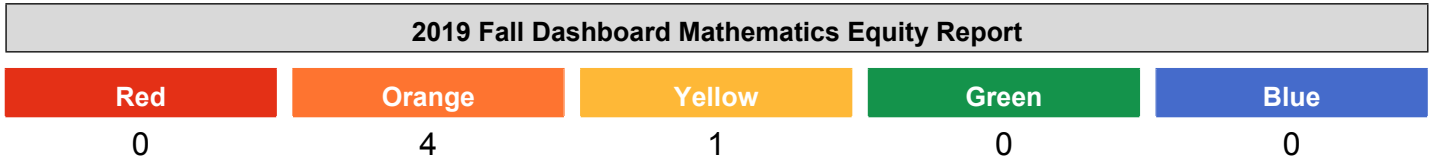
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
56.4 points below standard	69 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.8 points	Maintained -1.4 points	
207	99	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	69 points below standard	117.3 points below standard
	Maintained ++1.3 points	Increased Significantly ++22.3 points
1	154	43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
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	
4	1	6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
59.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	43.6 points below standard
Increased ++6.9 points			Declined -6.9 points
154	1	1	40

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.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.7 points below standard	47 points below standard	49.3 points below standard
Maintained ++2.7 points	Declined Significantly -15.2 points	Increased ++7.1 points
42	57	104

Conclusions based on this data:

1. The majority of the various subgroups performance by race/ethnicity achieved a small amount of growth in the area of mathematics. School-wide, students increased by +3.8 points on the state assessment in mathematics and fall in the yellow on the California Dashboard. The only exception was our White students who declined as a group by -6.9 points below standard and fell in the Yellow color band.

2. Two sub populations showed an increase in math performance. Hispanic students increased their performance by +6.9 points, and fall in the yellow band. These students are -59.2 points below standard. Students with Disabilities increased by +22.3 points, fall in the Orange band and are -117.3 points below the standard.

3. Two sub populations that maintained in their performance level are English Learners, which fell in the orange color and are -69 points from the standard, Socioeconomically Disadvantaged which is in the Orange and is 69 points below the standard.   Without knowing the impact of the pandemic and teaching virtually for a year, our focus in the 2021-2022 showing an increase of all student of ++3.8 point and continue that momentum from 56.4 points below standard to 50 points below standard which will increase our reclassification rate.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.1 making progress towards English language proficiency
Number of EL Students: 88
Performance Level: Medium
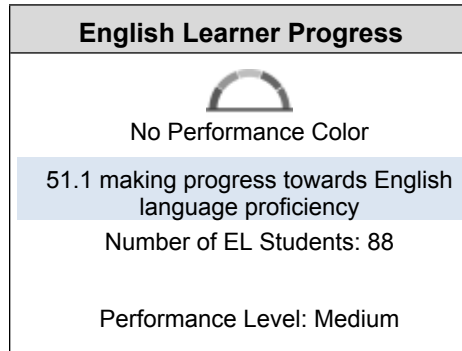
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.4	28.4	4.5	46.5

Conclusions based on this data:

1. 51.1% of our English Learner students are making progress towards English language proficiency which put the school in the medium performance level category.

2. 18 students decreased one ELPI (English Learner Performance Index) level.

3. 28 students maintained their level, while 4 students maintained in the ELPI level 4. 46 students progressed at least one ELPI level. While we are making progress and focusing on our EL student data during Academic Conferences, we need to focus on academic progress throughout the year and continue to address student needs.

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:
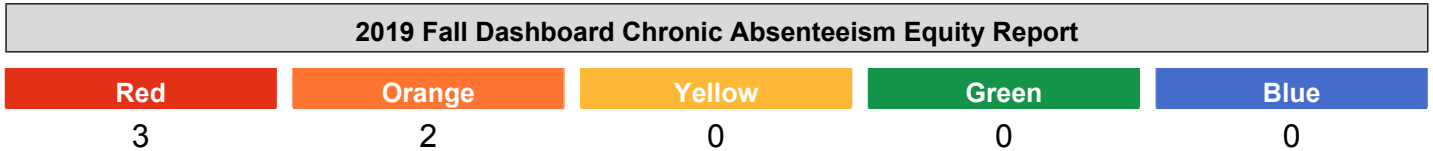
1.

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.

2019 Fall Dashboard Chronic Absenteeism 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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
17	12.9	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +5.6	Increased +8.5	6
424	139	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	18.9	19.5
7	Increased Significantly +7	Increased +4.7
	318	87

2019 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	0	Less than 11 Students - Data Not Displayed for Privacy
8	2	Declined -7.1 14	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
16.2	18.2	Less than 11 Students - Data Not Displayed for Privacy	21.3
Increased Significantly +5.6 297	11	1	Increased +7.5 89

Conclusions based on this data:

1. As a whole, Maxwell had a significant increase in our Chronic Absenteeism with a +5.6 point from the standard and 17% chronically absent.

2. Our sub-populations with significant increases were the Socioeconomically Disadvantaged, with a significant increase of 7% and in the Red band with 18.9 chronically absent, and Hispanic, with a significant increase of 5.6% in the Red band with 16.2% chronically absent. Our subpopulations with increases were our English Learners with an increase of 8.5%, in the Orange band with 12.9% chronically absent, White with an increase of 7.5% in the Red band with 21.3% chronically absent, and Students with Disabilities with an increase of 4.7% in the Orange band with 19.5% chronically absent.

3. Our Attendance Liaison was a tremendous support to Maxwell. She supported the school by provided attendance data each month, communicated to families, home visits, organized parent meetings, created monthly perfect attendance certificates with students' names printed on them, and displayed perfect attendance students' names in the office. She was part of our team and as new ideas came up, she provided support. She interacted with our PBIS team monthly looking at-risk students along with supporting the school with truancy letters and scheduling SARB (School Attendance Review Board) meetings. Maxwell's goal is to continue receiving support from our Attendance Liaison during the 2021-2022 school year and increase support from our CAFE (Community and Family Engagement) Specialist to support families and students.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
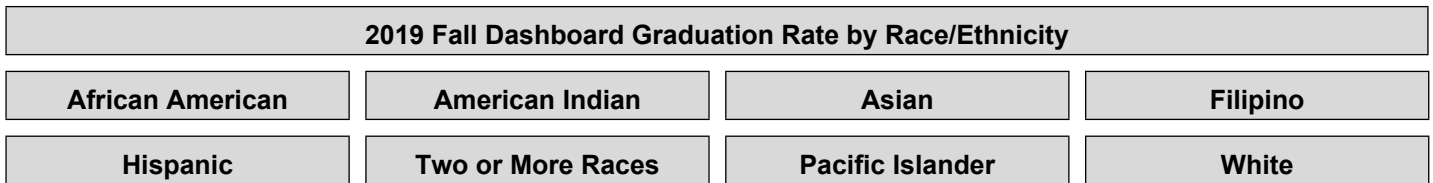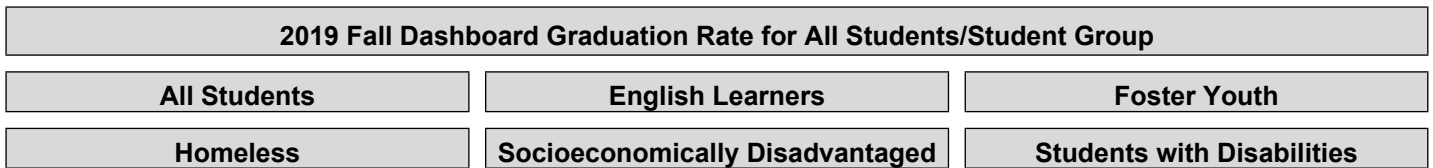## Suspension Rate

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

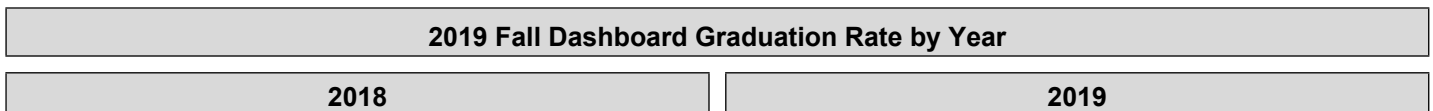| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	3
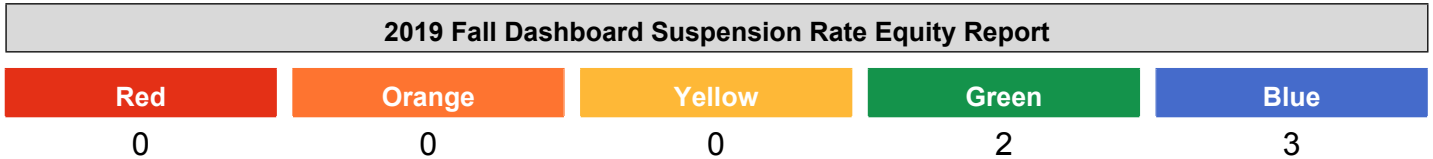
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
1.2	0	Less than 11 Students - Data not displayed for privacy
Declined Significantly -2.8	Declined -3.6	
434	141	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
Less than 11 Students - Data not displayed for privacy	0.9	2.2
	Declined Significantly -3.6	Declined -3.1
	325	89

2019 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 not displayed for privacy	Less than 11 Students - Data not displayed for privacy	0	Less than 11 Students - Data not displayed for privacy
		Maintained 0	
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
1	0	Less than 11 Students- Data not displayed for privacy	2.2
Declined Significantly -3.1	11		Declined -1.7
306			90

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.9	1.2

Conclusions based on this data:

1. The overall suspension rate for the Fall 2019 school year declined significantly by 2.8% with only 1.2% students suspended. Compared to the previous year in 2017-2018, our suspension rate was 1.8%.

2. Our sub populations with declines in suspensions were English Learners, with a decline of 3.6% and in the Blue, Students with Disabilities with a decline of 2.2% and in the Green and our White, with a decline of 1.7% and in the Green.

3. Our sub populations with a significant decline in suspensions were our Socioeconomically Disadvantaged, with a significant decline of 3.6%, in the Orange band and Hispanic with a significant decline of 3.1% and in the Blue. The goal is to continue to provided support academically, socially and emotionally to continue the decline of suspensions.

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

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career-ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

Educators recognize the power of the arts to change young lives. They know that students' sustained engagement with enriching, high-quality experiences in the arts promotes essential skills and perspectives—like the capacity to solve problems, express ideas, harness and hone creativity, and persevere toward a job well done. There is a universal need to expose our students to multiple concept and and ideas for our students future of obtaining higher education or career along with assuming ownership of one's learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	During the 2020-2021 school year, 5th and 6th-grade students totaling 20 participated in the music program. In the 2019-2020 school year, (95) 4th, 5th, and 6th-grade students participated in the music program.	During the 2021-2022 school year, our goal is to bring the participation rate in the music program back to back to 95-100 students. Provide Visual and Performing Arts to all students through a variety of means of assemblies, performances, and classroom activities.

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 student groups with an emphasis on Students with Disabilities and English Learners.

Strategy/Activity

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 expectations and growth monitoring should be as well as how they are progressing toward it. At the same time, we will offer multiple opportunities for enrichment-type activities for all students to discover their interests and strengths which could include opportunities for students to join a club, provide classroom activities during the day, participate in the music program, and assemblies.

*Providing multiple enrichment activities for students to include but not limited to Cross Country, Choir, Music (Band), Folklorico, Art, Dance, and more.
*Monthly Fun Fridays.
*Provide materials and supplies to support visual and performing arts.
*Provide enrichment assemblies to support students' interests and strengths.
*Assembly: Author, SEL (Social Emotional Learning), Motivation, Academic, other
*Funding for staff to include but not limited to prep time, presentations, and materials.

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)
2800	Title I Part A: Basic Grants Low-Income and Neglected
5200	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our 5th and 6th-grade students were encouraged to participate in a music program and only a handful of students participated during the pandemic. The music teacher provided 15 minutes of

instruction to the primary grades a few times a month. Students were encouraged to participate in the district-developed Choice Boards which offered arts, music, PE (Physical Education), STEAM (Science, Technology, Art, Math, Technology), reading, Spanish and Social-Emotional Learning. Teachers throughout the week had students singing, dancing, and moving while learning math, English Language Arts (ELA), and Social-Emotional Learning (SEL) activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic and having to teach virtually for the majority of the year, our intended focus was altered to accommodate students virtually. Our intended goals were to offer after-school clubs, assemblies, and monthly fun Fridays to sustain engagement with enriching, high-quality experiences in the arts was not possible. However, student engagement was supported through art supplies, and activities were sent home in curbside packets for each grade level every 4-6 weeks through Phase 1 & 2. When students returned to campus during Phase 3, the entire student body participated in a Square 1 Art activity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A bulk of our activities to encourage student engagement in the last two years were occurring during the spring months before the pandemic closed schools. Our goals for the 2021-2022 school year is to spread out the activities in the fall and spring months. To promote engagement and leadership opportunities for our students, a student leadership team will be involved in organizing certain activities. These activities can be found in Goal #4.

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

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

Despite Maxwell's overall growth school-wide and within the majority of our sub populations, there is a need for continuous growth in Math and English Language Arts (ELA). Our students with disabilities are 100 points below standards in ELA and math despite the fact that they maintained overall in ELA and made significant increase in math with +22.3 points. Overall our greatest need in math falls within the domain of Communicating Reasoning Demonstrating ability to support mathematical conclusions and our overall our greatest need in ELA remains reading and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA and Math Academic Indicator	Maxwell is Orange on the California School Dashboard for ELA and Yellow for Math	Maxwell will increase performance on the California School Dashboard to Green for Math and Yellow for ELA
Percentage of students who reach growth targets on iReady in reading and Math.	In the 19-20, School Plan goal was to increase 10% on I-Ready ELA and math. Winter last year to winter this year. I-ready ELA 2018 I-ready ELA 2019 37% typical growth 20% typical growth I-ready Math 2018 I-readyMath 2019 20% typical growth 21% typical growth	We will see an increase in the percentage of our students reaching growth target on i-Ready in Reading and Math by 10%.
Parent/family satisfaction on the Healthy Kids Survey (HKS), on key indicators.	>>In 2018-2019, parents attended a regularly scheduled parent/teacher conference 93% of the time and only attended a	>>Increase parent participation at a parent/teacher organization meeting by 5%. >>Increase parent satisfaction that felt harassment and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	parent/teacher organization meeting 55% of the time. >>Parents indicated that 61% felt that harassment and bullying was not a problem or a small problem while 28% say somewhat a problem to a large problem.	bullying was not a problem by 5%.
Performance level on English Learner Progress Indicator (ELPI)	51.1% of EL students are making progress towards English proficiency	Raise the number of EL students will make progress towards proficiency to 55%.
Number of students who are chronically absent	As a whole, Maxwell had a significant increase in our Chronic Absenteeism with a +5.6 point from the standard and 17% chronically absent.	To lower our chronically absent students from 17% to 12%, a decrease of 5%.
Student sense of safety and school connectedness	Based on the Healthy Kids survey, 63% of 5th-grade students indicated they felt safe and connected to the school was most and all the time they feel safe while 37% felt safe some of the time or not at all.	To raise the percentage of students that say they most of the time and all of the time feel safe and connected to the school from 63% to 70%.
Suspension Rate	The overall suspension rate for the Fall 2019 school year declined significantly by 2.8% with only 1.2% of students suspended. Compared to the previous year in 2017-2018, our suspension rate was 1.8%.	Our goals is to continue to reduce suspensions to 1.0% from 1.2%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	Looking at the overall achievement in English Language Arts, 68.05% of our students exceeded, met, or nearly the standard. While 31.94% of our students did not meet the standards. Within the four domains of English Language Arts (Reading, Writing, Listening, and Research-Inquiry) and despite growth across all areas, our two greatest needs continue to be reading and writing.	To raise the percentage of students that exceeded, met or nearly met the standard to 72%.

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 student groups with an emphasis on Students with Disabilities and English Learners.

Strategy/Activity

Provide quality first instruction for all students in the areas of Math and ELA to reach growth targets in Math and ELA.
* Goal setting and self-monitoring of academic progress: i-Ready, Accelerated Reading, Attendance
*Staff Development / Professional Development / Trainers: Professional Learning Communities (PLC), Mathematical Practices, ELA: reading and writing, Social-Emotional Learning, online conferences
*Common Agreements for Academics (Quality First Instruction, i-Ready, Pacing Guide, Adopted Curriculum)
*Staff Meetings (Focus on Math and ELA strategies)
*set time aside for grade levels to have PLC (Professional Learning Community) planning time.
*School-wide Common Agreements (i-Ready, school-wide approach to word problems, the use of manipulatives, conferences with students and goal setting, data monitoring, and more).
> School-wide Observations and sub release time for academic planning
> Material and supplies to support professional staff development PD (professional development) to include but not limited to: manipulatives, books, release time, subs, trainers, conferences, and more.
> Common Planning Time
> Academic Conferences, Sub/Release Time, Observations, Student Goal Planning, and Student Monitoring and Planning
> Possibly Para and VSA Intervention support
> Office supplies and equipment to support academic growth and parent involvement
> Educational Software to support student academic growth.
> After school Intervention Fall and Spring
> support parent advisory groups with translation, daycare, and light snacks
> Support parent's connections to access technology through materials, training, and support.
Power Hour to support intervention support for students

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)
69,720	Title I Part A: Basic Grants Low-Income and Neglected
21,909	Supplemental/Concentration

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student groups with an emphasis on Students with Disabilities and English Learners.

Strategy/Activity

Through a variety of mediums, we will increase our communication, involvement, and engagement of parents in our various committees and school-wide events.
* All calls through Parent Square, done in multiple languages as a clear and consistent way to communicate.
* Newsletter and flyers in multiple languages
* Website information and calendar provided in multiple languages.
* La Posada
* Annual Carnival
* Trunk or Treat
* Back To School Night
* PTA (Parent Teacher Association)
* School Site Council
* ELAC - English Learner Advisory Committee
* Parent Volunteers
* Administer Parent Survey, HKS (Healthy Kids Survey)
* Open House
>   Materials, supplies, and equipment to support communication with parents to include by not limited to speakers, stands, lights, and more.
>   Materials and supplies to support any Family Night Activities(Game Night, Science Night, Movie Night, ELAC, SSC, Parent Teacher Association, and more)
>   Parent Liaison support
>   Material, supplies, light snacks, and childcare for any parent activities and other supplies as needed for the success of the activity.

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)
916	Title I Part A: Parent Involvement

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student groups with an emphasis on Students with Disabilities and English Learners.

Strategy/Activity

Plan to reduce chronic absenteeism. Plan to include monthly incentives to include but not limited to: Students received monthly perfect attendance certificates, monthly perfect attendance tickets for an end of the year raffle, monthly popcorn party for highest classroom attendance, March Attendance Madness, Communication to include but not limited to: Monday Morning Announcements, emails and announcements to encourage student attendance and staff encouragement in each classroom.

> Monthly student incentives to include but not limited to: pencils, stickers, rewards for Dragon Bucks, RTI (Response to Intervention), pizza/popcorn snack parties, and more
> Monthly recognition certificates.
> Student Safety and communication supplies, materials, and equipment.
> PBIS (Positive Behavior Intervention and Support) supplies, staff extra duty, subs, and more to support student attendance

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)
6900	Supplemental/Concentration

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student groups with an emphasis on Students with Disabilities and English Learners.

Strategy/Activity

All students will benefit from our work to refine all Tier II supports (PBIS) addressing behavior, attendance, and academic needs.   Through a strong support system, we will show a decrease in behavior and chronic absences and increase student safety and school connectedness. Academic support will increase our numbers of students achieving grade level and above in ELA and Mathematics.
*Common Agreements for Academics, RTI (Response to Intervention), Target Instruction, i-Ready
*RTI - Math / ELA (English Language Arts) RtI model for instruction
*Response to Intervention Support
*Scheduling for Tier II Intervention Support
*PBIS (positive Behavior Intervention and Support) School-wide Commitment and Practices to include but not limited to subs, stipends, and release time (Monthly Character Traits, Ohana Circles, Dragon Way, Restorative Justice, Conflict Managers)
*Monthly PBIS Team Meetings (Identifying Patterns and Areas of Need)
*Monthly Attendance Support Team Meetings (Incentives, System of Support)
*Monthly Tier II Support Team Meetings (Identifying and Providing Additional Support)
*Incentive Programs
*Academic Conferences /Assessment Data
*SST' s (Student Study Teams), 504's

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)
13299	Supplemental/Concentration

| 2060 | Title I Part A: Basic Grants Low-Income and Neglected |

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal #2 has eight measurable outcomes with four strategies and activities. To the best of the staff's ability during the pandemic, students were provided quality first instruction. Teachers were in constant training, planning, learning new ways to present lessons and new ways for students to share what they have learned in ELA and Math. Teachers participated in two Cycles of Continuous Improvement with a debrief meeting held at the end of the year in June. Each cycle included:
1. Academic Conferences focused on student data, create academic grade-level goals in ELA and math, and self-monitoring of academic progress through i-Ready, Accelerated Reading, STAR Reading and Math, Attendance, and teacher data.
2. Teachers shared these goals with their students and had students create their own academic goal for the trimester
3. Progress Notices were sent home halfway through the trimester
4. Student goals were reviewed
5. The completion of the report cards and data results were shared with parents at parent conferences completed the cycle.

Communication to our stakeholders occurred through a variety of mediums: Parent Square with texts, phone messages, and emails done in multiple languages along with monthly newsletters, flyers, curbside pick-up, and teacher communication. Our stakeholder groups continued to meet throughout the year with School Site Council, ELAC, and PTA. Each grade level teacher participated in Back to School Night and in place of Open House, provided an information night to parents to inform them of Phase 3 Reopening expectations and guidelines.

Attendance continued to be a major focus throughout the year. At the beginning of the school year, it took five to six weeks before we had all students situated with working Chromebooks, Hotspots (internet access), and learning how to log into class. Once all students were logging in, we had several students each week that could not log in, did not have internet access, or Chromebook issues. The teachers and the office staff continue to support all students. The school continues to recognize students for perfect attendance, March madness, recognized the class with the highest attendance monthly and individual students received monthly certificates in the mail. Our Attendance Liaison continued to monitor absences, did home visits, made referrals, monitored attendance data, completed truancy notices, and supported us with monthly perfect attendance certificates.

Maxwell was invited to attend a Positive Behavior Intervention and Supports (PBIS) Tier I training through Yolo County this year. A team of five staff members participated: three teachers, a counselor, and the principal. The team reviewed what PBIS strategies were already in place and

discussed any modifications to the plan. Our Tier I school-wide system is in place which focuses on creating a positive school-wide social culture with ongoing monitoring, evaluations, and training.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID19 pandemic, Maxwell's staff had high intentions to implement the goals, strategies, and activities. Fall and spring afterschool tutoring to support student achievement did not happen. The school was anticipating that Phase 2 and Phase 3 would occur much sooner and they did not. The funds were spent on planning and supplemental academic supplies that could be used in school or at home with students this school year. All-Day IEP (Individual Education Plan)/SST (Student Study Team) /504 meetings were also budgeted with subs to support our team meetings. Those meetings were all held after the virtual learning day. SST referrals were considerably lower than the previous year due to virtual learning. The team is looking at ways to support students this year with the funds. The long hour's teacher spent preparing their virtual lessons each evening caused putting the Professional Development Bookclub on hold. Our family events of the La Posada, Annual Carnival, Open House, Trunk or Treat, and cross-country were canceled. Maxwell is enthusiastic about starting the 2021-2022 school year where everyone is back at school and we can resume traditional education where students attend classes in person and on campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Maxwell's goal is to continue to focus on ELA and Math to increase the percentage of our students reaching growth targets and performances. We will continue Cycles of Continuous Improvement each trimester and involve all stakeholders. To promote a positive culture, the PBIS team along with the principal will develop a yearly calendar of events that addresses student, teacher, and parent needs to support all students which should reduce our suspension rates and raise attendance percentages. We will be adding a Communication Outreach Liaison person to support our families through a VSA (Variable Service Agreement). The VSA will serve as a liaison between teachers, parents, students, support staff, and the community regarding educational programs, services, and various student issues; translation communications serve as an interpreter for conferences on a limited/emergency basis, telephone calls, assemblies, and meetings as needed; translate written correspondence as necessary.

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

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

Maxwell's enrollment in 2019-2020 was 423 students with the largest population being our Hispanic-Latino making up 70.07% of our student population and 29.5% or 88 students were considered English Learners. 28.4% of students maintained their level, while 4.5% of students maintained in the ELPI level 4 and 46.5% progressed at least one ELPI level. Our current English Learner student body with 2019 Fall Dashboard English Language Arts data shows the students are 92.1 points below standard with a decline of -8.8 points and our Reclassified English Learners data shows the students are 2.7 points below standard with a Declined Significant -17.6 points.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the reclassification rate for English Learners.	21.9%of English learners were reclassified in 2019-2020	Increase our reclassification rate by 3% to 25% overall.
Show growth on the English Learner Progress Indicator (ELPI).	51.1% of our English Learner (EL) students are making progress towards English language proficiency which puts the school in the medium performance level	To continue to support our EL students and maintain our 51.1% students making progress and increase that percentage to 55%.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	These rating scores were obtained when a team from Maxwell attended a needs assessment meeting. The team was introduced to the California English Learner Road-map, Principal 1: Assets-Oriented and Needs Responsive Schools and ranked each of the following areas from 0-4. 2.5 - Language and cultures are assets	To raise the rank in each area to a 3.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2.0 - No single EL profile 3.0 - School climate is affirming, inclusive, safe 3.0 - Strong family and school partnership 2.5 - Supporting English Learners with disabilities.	

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)

English Learners (EL)

Strategy/Activity

Maxwell's staff worked diligently to support our EL population. Instructional strategies were used to increase the opportunities for quality and structure student collaboration (listening and speaking). Additional opportunities for Tier II support in English Language Arts: reading, writing, speaking, and listening were also provided. Below are the strategies used to support our students

*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 (ELD)
*Using Listening and Speaking Skills Before Writing and Reading
*Focus on reading and writing school-wide for our EL
*Providing Tier II Intervention and Reteaching; by identifying students by language proficiency level and EL profile, staff will work with EL specialists to plan instruction focused on intervention and differentiation to meet students' needs by proficiency level during content instruction.
*Newcomer Group
*Response to Intervention Tier II Support
*Have a power hour to support all students in ELD/ALD (Academic Language Development)
*Provide Staff Development and collaboration time to analyze data and determine strategies for increased student achievement with a focus on meeting the needs of our EL populations. EL (English Learner Specialist) to model lessons and collaborate with staff in planning, to implement research based instructional strategies for integrated ELD (English Language Development) in content areas, and provide professional development.

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)
500	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students participated in goal-setting during trimester 2 and trimester 3 with a focus on ELA and Math. Our EL students discussed and reviewed their present levels and developed goals. All stakeholders have a strong understanding of reclassification. Teachers met twice to review student data once during trimester 2 and the second time in trimester 3. Parents learned about reclassification at our ELAC meeting. Our teachers continued to teach English Learner Development (ELD) daily for 30 minutes throughout the pandemic while using integrated and designated English Language Development. ELPAC (English Learner Proficiency Assessment for California) state assessment for all EL students did occur in the spring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our response of intervention (RTI) practices continued throughout the pandemic and into Phase 3 of our reopening. Due to the pandemic and virtual learning, the remote format did increase difficulty of implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Maxwell's goal is to continue the process of identification, supporting student academic needs based on their ELD levels, provided focused instruction and reclassification. The staff continues to provide academic support where needed.

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

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Based on the Healthy Kids survey in 2019, 63% of 5th-grade students indicated they felt safe and connected to the school was most and all the time they feel safe while 37% felt safe some of the time or not at all. Based on a survey taken in March 2021 with (43) 5th and 6th graders, 48% of students said they "like school" always and often and 66% of students said they "feel they are an important part of school" always and often.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Maxwell partnered with the Farm to Fork organization, United Way, Yolo County Library, Woodland Police Department and various other groups.	Maxwell will continue our partnership with Farm to Fork organization, United Way, Woodland Police Department and increase our partnership community outreach.
Number of extracurricular programs offered	Due to the COVID pandemic, our extracurricular programs were limited this year. During the 2019-2020 school year, there were four programs offered.	Due to budget decreases, Maxwell's goal is to offer at least 4 extracurricular programs for the 2021-2022 school year.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	A 5th and 6th grade class participated in a survey providing input to the SPSA. 43 students responded	Increase the survey results to all 3rd - 6th grade students in the 2021-2022 school year. which would represent more than 50% of students.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	During the 2020-2021, 43 students or 10% of students provided input into the development of the SPSA through class and small group discussions. Student demographics: 23 female students, 20 male students. 30 Latinx students, 10 English	Increase the number of students that provide input into the development of the SPSA to include students from 4th - 6th grade. Increase the percentage participating in focus groups to 20%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Learner students, 6 students with IEP's , 12 reclassified English Learners.	

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 student groups with an emphasis on Students with Disabilities and English Learners.

Strategy/Activity

Build into the yearly calendar opportunities for students to participate in meaningful engagement and leadership through the following activities that may include:
Student Council
Trimester Goal Setting for students
Conflict/Peer Managers
Mentors / Role Models in primary classrooms - Ambassadors
Reading Buddies - all grade levels - quarterly
Student Action Team
Student of the Week

Funds will be used for salary, planning, student activities, materials, assemblies, equipment, and other needed items to support the success of this goal.

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)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

N/A - This is the first year of implementing the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A - This is the first year of implementing the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A - This is the first year of implementing the goal.

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	$75,496
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$123,304.00

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	$74,580.00
Title I Part A: Parent Involvement	$916.00

Subtotal of additional federal funds included for this school: $75,496.00

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 ($)
Supplemental/Concentration	$47,808.00

Subtotal of state or local funds included for this school: $47,808.00

Total of federal, state, and/or local funds for this school: $123,304.00

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
Debra Hetrick	Principal
Mari Sanchez	Classroom Teacher
Lesley Estrella	Other School Staff
Jackie Taylor	Classroom Teacher
David Zenjadas	Classroom Teacher
Maria Yanet Sanchez Ascencio	Parent or Community Member
Crystal Real	Parent or Community Member
Steve Flores	Parent or Community Member
Robert Hurt	Parent or Community Member
Casie Real Coleman	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.

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The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
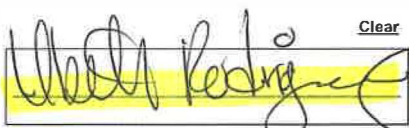
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear (signature)	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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.

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.
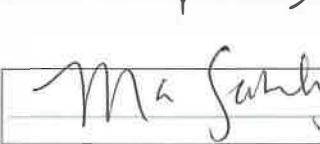
This SPSA was adopted by the SSC at a public meeting on

Attested:

Signature		
Clear (signature: Debra Hetrick)	Principal, Debra Hetrick	on 5/19/2021
Clear (signature: M Sanchez)	SSC Chairperson, Mariluiza Sanchez	on 5/19/21