

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	5-17-2022	6-16-22

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 review: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participation in the needs assessment process, and develop and approve the annual School Plan. The dates include 9/20/2021, 10/18/2021, 1/24/2022, 2/28/2022, and 4/25/2022.

Formal needs assessments were conducted with multiple stakeholder groups during the 2021-2022 school year including ELAC (English Learner Advisory Committee), School Site Council, staff, and limited students focus. Each meeting included an in-depth review of the most recent I-Ready 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 (SSC) presented the SPSA on 1/24/2022 and provided feedback. During the 1/24/22 meeting, the team monitored and review school plan implementation and data review. On 2/28/2022, the team conducted a needs assessment and was presented with data from the I-Ready and additional school data.

English Learners Advisory Committee (ELAC) scheduled a total of 6 meetings this year and reviewed: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participated in the needs assessment metric process and provided school plan recommendations to the Site Council for the 2022-2023 school year. During the 1-18-22 meeting, the team monitored and review school plan implementation. On 2-22-2022, the team conducted a needs assessment and was presented with data from I-Ready data and additional school data and developed recommendations to Site Council. The team met on dates included: 9-21-21, 10-19-21, 12-7-21, 1-18-22, 2-22-22, and 5-17-22.

Student Input

One class participated in a process for the purpose of gathering data for the SPSA. Student input was gathered on 10/06/2021 with a survey focused on English Language Arts (ELA), writing, math, SEL, and improvements. Twenty-two 5th-grade students answered the survey questions. The survey results were shared with the class. The students participated in a class discussion based on the results.

A Fall survey was created for student input. The survey questions were shared with the Leadership Team and Student Senate. Both meetings offered suggestions for additional questions and the survey was finalized. The survey was completed by 311 students in grades 1st - 6th grades. The survey results were shared with the staff during the 12/15/2021 staff meeting.

Student Senate was asked in December to provide input into the survey questions for our Fall student surveys.

As a follow-up, Student Senate was asked in April to provide input into the survey questions for our Spring student survey. Students completed a Spring survey to gather data to support goals within the SPSA. The survey focused on extracurricular activities, assemblies, interventions, academics, and support.

Recommendations from each group: The process to include all stakeholders in the development of the school plan was considered with recommendations and feedback from all groups. The data from the I-Ready mid-year assessment was shared with the teachers, SSC and ELAC

Teachers reviewed the need assessment from the I-Ready mid-year assessment. On 1/12/2022 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 Goal #2 of the SPSA during our needs assessment, root cause analysis, and proposed actions and strategies to support these needs. Root cause areas focused on limitations due to COVID, the pandemic, and attendance. Recommendations consisted of back to basic interventions, encouraging more class discussions, math programs with high student interest, and afterschool intervention.

SSC conducted a needs assessment on 1/24/22 and identified COVID, the pandemic, and restrictions such as parents not being allowed on campus as root causes this year. In ELA, phonological awareness, phonics, and high-frequency words were strong and vocabulary, comprehension of literature, and informational texts are areas of concern. In math, all areas are a concern. Recommendations consisted of providing teachers funds to purchase supplemental supplies, informing parents of progress throughout the year, offering VAPA type after-school programs, and hopefully having family nights.

ELAC conducted a needs assessment on 1/18/22 and expressed recommendations consisting of better drop-off and pick-up, snacks for students, more extracurricular activities, activities to prevent bullying, and better communication. They would also like afterschool and small group intervention.

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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.24%	0.48%	0.3%	1	2	1
African American	1.89%	1.19%	1.3%	8	5	5
Asian	3.31%	2.85%	3.4%	14	12	13
Filipino	0.71%	0.24%	0.8%	3	1	3
Hispanic/Latino	69.74%	70.07%	71.1%	295	295	270
Pacific Islander	0.24%	0.24%	0.3%	1	1	1
White	21.04%	21.38%	19.7%	89	90	75
Multiple/No Response	1.18%	1.19%	1.8%	5	5	7
Total Enrollment				423	421	380

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	86	108	66
Grade 1	61	50	55
Grade 2	61	46	53
Grade 3	59	53	48
Grade 4	52	58	51
Grade 5	51	52	55
Grade 6	53	54	52
Total Enrollment	423	421	380

Conclusions based on this data:

1. Our enrollment in 2019-2020 was 421 and in the 2020-2021 school year Maxwell had an enrollment of 380 students which is a decline of 41 students. The majority of the decline was in kindergarten and Transitional kindergarten.
2. Our Hispanic-Latino student group makes up 71.1% of our student population. Even though there is a slight increase in our Hispanic-Latino student group, Maxwell lost 25 students in this group. Our second largest population in the White student group makes up 19.7% of our student body which is down from 21.38% the previous year. This is a decline of 15 students in our White student group.
3. Currently we have two teachers at each grade level 4th - 6th grade totaling 6 teachers. Our 4th and 5th grade student population is low enough based on student counts to lose a teacher and create a 5th/6th grade combination class for the 2022-2023 school year. This will place an additional work load on the 5th and 6th grade teachers to provide support for all students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	137	124	108	32.4%	29.5%	28.4%
Fluent English Proficient (FEP)	44	59	60	10.4%	14.0%	15.8%
Reclassified Fluent English Proficient (RFEP)	24	30	22	15.6%	21.9%	17.7%

Conclusions based on this data:

1. The number of English Learners students for the 2020-2021 was 108 which is a decline of 16 students from the 2019-2020 school year. 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 239 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 2020-2021 was 60 which is a one student increase from 2019-2020. 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 22 students in the 2020-2021 school year which is a decline of 8 students from the 2019-2020 school year. The decline of 8 students could be a result of the pandemic and COVID.

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 45 minutes of EL 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54	56	50	52	55	0	52	55	0	96.3	98.2	0.0
Grade 4	48	54	52	47	53	0	47	53	0	97.9	98.1	0.0
Grade 5	54	55	56	54	54	0	54	54	0	100	98.2	0.0
Grade 6	74	54	51	73	54	0	73	54	0	98.6	100	0.0
All Grades	230	219	209	226	216	0	226	216	0	98.3	98.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2405.	2385.		17.31	10.91		13.46	16.36		36.54	29.09		32.69	43.64	
Grade 4	2446.	2456.		14.89	22.64		25.53	18.87		25.53	26.42		34.04	32.08	
Grade 5	2483.	2486.		7.41	16.67		29.63	33.33		31.48	20.37		31.48	29.63	
Grade 6	2517.	2514.		12.33	9.26		31.51	38.89		32.88	29.63		23.29	22.22	
All Grades	N/A	N/A	N/A	12.83	14.81		25.66	26.85		31.86	26.39		29.65	31.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.23	9.09		40.38	47.27		40.38	43.64	
Grade 4	19.15	18.87		44.68	54.72		36.17	26.42	
Grade 5	14.81	18.52		61.11	53.70		24.07	27.78	
Grade 6	15.07	12.96		50.68	51.85		34.25	35.19	
All Grades	16.81	14.81		49.56	51.85		33.63	33.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	9.09		34.62	45.45		50.00	45.45	
Grade 4	12.77	13.21		55.32	58.49		31.91	28.30	
Grade 5	14.81	16.67		53.70	53.70		31.48	29.63	
Grade 6	17.81	12.96		54.79	66.67		27.40	20.37	
All Grades	15.49	12.96		50.00	56.02		34.51	31.02	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.31	9.09		59.62	63.64		23.08	27.27	
Grade 4	6.38	24.53		78.72	64.15		14.89	11.32	
Grade 5	9.26	9.26		70.37	57.41		20.37	33.33	
Grade 6	9.59	11.11		73.97	72.22		16.44	16.67	
All Grades	10.62	13.43		70.80	64.35		18.58	22.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.08	14.55		51.92	47.27		25.00	38.18	
Grade 4	8.51	16.98		63.83	54.72		27.66	28.30	
Grade 5	16.67	18.52		59.26	51.85		24.07	29.63	
Grade 6	27.40	7.41		57.53	70.37		15.07	22.22	
All Grades	19.91	14.35		57.96	56.02		22.12	29.63	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 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 meet 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. 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54	56	50	53	55	0	53	55	0	98.1	98.2	0.0
Grade 4	48	54	52	48	53	0	48	53	0	100	98.1	0.0
Grade 5	54	55	56	54	55	0	54	55	0	100	100	0.0
Grade 6	74	54	51	74	54	0	74	54	0	100	100	0.0
All Grades	230	219	209	229	217	0	229	217	0	99.6	99.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2385.	2396.		3.77	5.45		24.53	20.00		28.30	30.91		43.40	43.64	
Grade 4	2435.	2440.		4.17	9.43		22.92	15.09		37.50	39.62		35.42	35.85	
Grade 5	2453.	2457.		5.56	9.09		7.41	16.36		33.33	27.27		53.70	47.27	
Grade 6	2484.	2470.		5.41	3.70		20.27	11.11		33.78	42.59		40.54	42.59	
All Grades	N/A	N/A	N/A	4.80	6.91		18.78	15.67		33.19	35.02		43.23	42.40	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.32	12.73		32.08	32.73		56.60	54.55	
Grade 4	20.83	18.87		25.00	26.42		54.17	54.72	
Grade 5	5.56	18.18		20.37	27.27		74.07	54.55	
Grade 6	8.11	7.41		45.95	35.19		45.95	57.41	
All Grades	10.92	14.29		32.31	30.41		56.77	55.30	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.43	14.55		52.83	47.27		37.74	38.18	
Grade 4	10.42	15.09		45.83	35.85		43.75	49.06	
Grade 5	7.41	9.09		31.48	47.27		61.11	43.64	
Grade 6	4.05	1.85		47.30	38.89		48.65	59.26	
All Grades	7.42	10.14		44.54	42.40		48.03	47.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.09	12.73		50.94	54.55		33.96	32.73	
Grade 4	10.42	15.09		50.00	43.40		39.58	41.51	
Grade 5	5.56	5.45		50.00	40.00		44.44	54.55	
Grade 6	13.51	5.56		36.49	48.15		50.00	46.30	
All Grades	11.35	9.68		45.85	46.54		42.79	43.78	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Maxwell School had 99.10% of all students in third through sixth grade participate in the 2018-2019 Math Smarter Balanced Summative Assessment. 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.
- 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%
- 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) 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1428.2	1424.7	1435.2	1443.5	1440.7	1447.1	1392.3	1387.2	1406.9	31	26	29
1	1470.6	1442.6	1427.7	1478.3	1455.4	1448.1	1462.5	1429.2	1407.1	21	17	18
2	1473.3	1497.8	1454.6	1481.8	1498.7	1482.2	1464.3	1496.4	1426.8	23	20	14
3	1487.6	1502.8	1489.8	1479.2	1491.7	1489.9	1495.5	1513.4	1489.1	17	19	17
4	1505.9	1531.7	1528.9	1511.3	1530.8	1534.2	1500.2	1531.7	1523.1	21	13	13
5	1543.0	1514.2	1512.5	1545.9	1501.3	1514.5	1539.6	1526.5	1510.1	12	12	14
6	1520.0	*	*	1506.8	*	*	1532.6	*	*	11	7	5
All Grades										136	114	110

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.71	7.69	27.59	*	42.31	20.69	*	38.46	37.93	*	11.54	13.79	31	26	29
1	66.67	0.00	0.00	*	64.71	27.78	*	17.65	38.89	*	17.65	33.33	21	17	18
2	*	30.00	7.14	*	50.00	42.86	*	15.00	21.43	*	5.00	28.57	23	20	14
3	*	21.05	18.75	*	42.11	37.50	*	26.32	25.00	*	10.53	18.75	17	19	16
4	*	53.85	23.08	*	15.38	61.54	*	23.08	15.38	*	7.69	0.00	21	13	13
5	*	25.00	14.29	*	25.00	42.86	*	41.67	21.43		8.33	21.43	12	12	14
6	*	*	*	*	*	*		*	*	*	*	*	11	*	*
All Grades	40.44	21.05	18.35	34.56	42.11	34.86	16.18	26.32	27.52	8.82	10.53	19.27	136	114	109

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.39	7.69	31.03	38.71	53.85	37.93	*	26.92	17.24	*	11.54	13.79	31	26	29
1	76.19	17.65	16.67	*	52.94	38.89		23.53	33.33	*	5.88	11.11	21	17	18
2	65.22	45.00	28.57	*	45.00	28.57	*	5.00	35.71	*	5.00	7.14	23	20	14
3	*	26.32	37.50	*	47.37	31.25	*	21.05	25.00	*	5.26	6.25	17	19	16
4	61.90	69.23	61.54	*	7.69	38.46	*	7.69	0.00	*	15.38	0.00	21	13	13
5	*	25.00	50.00	*	58.33	21.43	*	8.33	7.14		8.33	21.43	12	12	14
6	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	56.62	30.70	36.70	28.68	44.74	33.03	8.82	15.79	19.27	*	8.77	11.01	136	114	109

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	70.97	30.77	31.03	*	65.38	62.07	*	3.85	6.90	31	26	29
1	76.19	52.94	33.33	*	41.18	55.56	*	5.88	11.11	21	17	18
2	65.22	45.00	35.71	*	45.00	64.29	*	10.00	0.00	23	20	14
3	*	15.79	18.75	76.47	68.42	75.00	*	15.79	6.25	17	19	16
4	52.38	53.85	46.15	*	38.46	53.85	*	7.69	0.00	21	13	13
5	*	0.00	35.71	*	91.67	42.86	*	8.33	21.43	12	12	14
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	55.15	32.46	33.03	36.03	57.89	58.72	8.82	9.65	8.26	136	114	109

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.16	15.38	27.59	45.16	65.38	55.17	*	19.23	17.24	31	26	29
1	80.95	17.65	5.56	*	76.47	77.78	*	5.88	16.67	21	17	18
2	65.22	45.00	21.43	*	50.00	64.29	*	5.00	14.29	23	20	14
3	70.59	63.16	50.00	*	31.58	37.50	*	5.26	12.50	17	19	16
4	85.71	69.23	76.92	*	15.38	23.08	*	15.38	0.00	21	13	13
5	91.67	50.00	71.43	*	41.67	7.14		8.33	21.43	12	12	14
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	69.12	42.11	40.37	22.79	48.25	44.95	8.09	9.65	14.68	136	114	109

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	20.69	64.52	84.62	65.52	*	15.38	13.79	31	26	29
1	*	23.53	5.56	*	35.29	38.89	*	41.18	55.56	21	17	18
2	*	20.00	14.29	52.17	65.00	50.00	*	15.00	35.71	23	20	14
3	*	5.26	6.25	64.71	78.95	50.00	*	15.79	43.75	17	19	16
4	*	7.69	7.69	57.14	69.23	76.92	*	23.08	15.38	21	13	13
5	*	16.67	0.00	*	50.00	64.29	*	33.33	35.71	12	12	14
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	19.12	11.40	11.01	55.15	64.04	56.88	25.74	24.56	32.11	136	114	109

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.48	42.31	20.69	*	42.31	37.93	*	15.38	41.38	31	26	29
1	*	0.00	0.00	57.14	82.35	38.89	*	17.65	61.11	21	17	18
2	*	15.00	7.14	69.57	70.00	50.00	*	15.00	42.86	23	20	14
3	*	26.32	25.00	64.71	73.68	62.50	*	0.00	12.50	17	19	16
4	*	23.08	7.69	52.38	61.54	92.31	*	15.38	0.00	21	13	13
5	*	16.67	0.00	*	66.67	85.71		16.67	14.29	12	12	14
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	28.68	22.81	12.84	53.68	64.91	55.96	17.65	12.28	31.19	136	114	109

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
380	57.1	28.4	0.5
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	28.4
Foster Youth	2	0.5
Homeless	5	1.3
Socioeconomically Disadvantaged	217	57.1
Students with Disabilities	54	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
American Indian or Alaska Native	1	0.3
Asian	13	3.4
Filipino	3	0.8
Hispanic	270	71.1
Two or More Races	7	1.8
Native Hawaiian or Pacific Islander	1	0.3
White	75	19.7

Conclusions based on this data:

1. Maxwell School has 108 students that are considered English Learners school-wide, this is 28.4% of our student population.

2. Maxwell School has a significant percentage of students that are identified as socio-economically disadvantaged. 57.1% or 217 out of our 380 students fall within this category.
3. Maxwell School exceeds the typical average for students with disabilities with 14.2% or 54 out of our 380 students falling within the category. Maxwell should remain stable with an enrollment of around 380 students and maintain our staffing ratios. 71.1% 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 and in the orange zone for ELA.
2. Chronic absences are identified and fall within the red area of the Dashboard for the 2019 school year. Due to the pandemic and virtual learning, our chronic absenteeism rate went up. Students struggled with turning on the camera, participating in Zoom, and turning in homework.
3. Suspensions are in green on the Dashboard for the 2018-2019 school year. This is an improvement from the Orange level in the 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. During the pandemic, Maxwell did not suspend any students for the entire school year. Our goal for the 2022-2023 school year is to provide clear expectations through the PBIS model, provided programs, and services to support students prior to suspensions.

School and Student Performance Data

Academic Performance English Language Arts

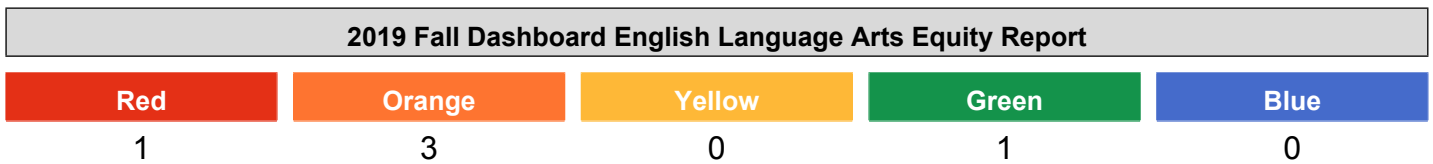
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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		
<p>All Students</p> Orange 22.1 points below standard Maintained -2 points 207	<p>English Learners</p> Orange 40.7 points below standard Declined -5.1 points 99	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Orange 31.9 points below standard Maintained -2.5 points 154	<p>Students with Disabilities</p> Red 100.8 points below standard Maintained ++2 points 43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 28.9 points below standard Declined -4.3 points 154	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Green 0.6 points above standard Increased ++4.6 points 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 Declined -8.8 points 42	2.7 points below standard Declined Significantly -17.6 points 57	9.6 points below standard Maintained ++0.1 points 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

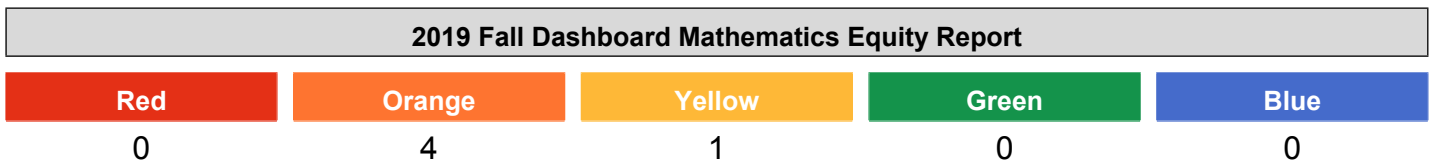
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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










This section provides number of student groups in each color.



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		
<p>All Students</p>  Yellow 56.4 points below standard Increased ++3.8 points 207	<p>English Learners</p>  Orange 69 points below standard Maintained -1.4 points 99	<p>Foster Youth</p>  No Performance Color Less than 11 Students
<p>Homeless</p>  No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p>  Orange 69 points below standard Maintained ++1.3 points 154	<p>Students with Disabilities</p>  Orange 117.3 points below standard Increased Significantly ++22.3 points 43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 59.2 points below standard Increased ++6.9 points 154	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Orange 43.6 points below standard Declined -6.9 points 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 Maintained ++2.7 points 42	47 points below standard Declined Significantly -15.2 points 57	49.3 points below standard Increased ++7.1 points 104

Conclusions based on this data:

- 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.
- 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.
- Two sub populations that maintained in their performance level are English Learners, which fell in the orange color band 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

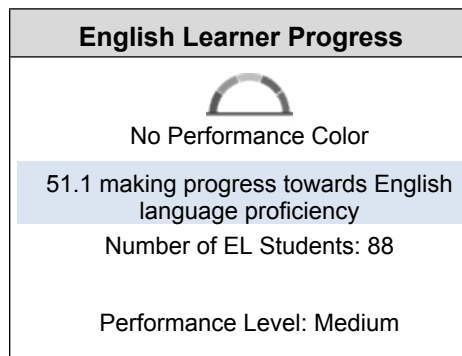
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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:

- 51.1% of our English Learner students are making progress towards English language proficiency which put the school in the medium performance level category.
- 18 students decreased one ELPI (English Learner Performance Index) level.
- 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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

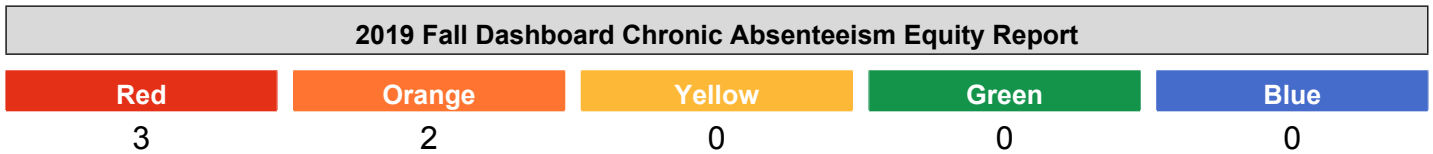
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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		
<p>All Students</p> Red 17 Increased Significantly +5.6 424	<p>English Learners</p> Orange 12.9 Increased +8.5 139	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Red 18.9 Increased Significantly +7 318	<p>Students with Disabilities</p> Orange 19.5 Increased +4.7 87

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 0 Declined -7.1 14	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 16.2 Increased Significantly +5.6 297	 No Performance Color 18.2 11	 No Performance Color Less than 11 Students -	 Red 21.3 Increased +7.5 89

Conclusions based on this data:

1. During the 2020-2021 school year, Maxwell students experienced approximately 80% of their year in virtual learning and the last two months with a partial three hour day return to campus. Teachers expressed the difficulties of encouraging students to keep their cameras on and to participate. Teachers reached out to parents through Parent Squared, texting, communication apps and phone calls. Our school had support from the district attendance liaison for a brief part of the year.
2. Based on DataQuest 2020-2021, Our chronic absenteeism rate for Maxwell was 22.40% with the district and state average being 14.30%. The breakdown of our sub-populations of Asian (7.7%), Hispanic or Latino (23.5%), and White (21.8%) totaled 85 students.
3. Now that we have students back on campus, we have contact with students and parents in person. These communications are important along with other methods of Parent Squared, texting, communication apps, and phone calls. Students are recognized with monthly perfect attendance, trimester perfect attendance, and year-long perfect attendance. The class with the highest attendance percentage each month receives recognition with a popcorn party. Currently, our attendance liaison is a tremendous support to Maxwell. She is monitoring chronic attendance with attendance letters, scheduling attendance meetings, and SARB meetings. Both our attendance liaison and CAFE Specialist supported the school by communicating to families, home visits, organizing parent meetings, creating monthly perfect attendance certificates with students' names printed on them, and displayed perfect attendance students' names in the office.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

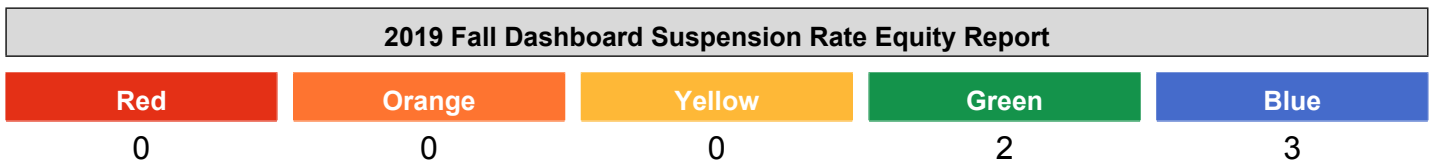
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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		
<p>All Students</p> <p>Green</p> <p>1.2</p> <p>Declined Significantly -2.8</p> <p>434</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -3.6</p> <p>141</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.9</p> <p>Declined Significantly -3.6</p> <p>325</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.2</p> <p>Declined -3.1</p> <p>89</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> Maintained 0 14	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">1</div> Declined Significantly -3.1 306	 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> 11	 No Performance Color Less than 11 Students	 Green <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">2.2</div> Declined -1.7 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 provide 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
Afterschool Clubs	Afterschool clubs with students' participation was 28% of our student body; art club (75 students K-6th participation) choir 35 students K-6 was well received.	Provide Afterschool clubs to increase participation by 5% from 28% to 39% in the 2022-2023 school year to support our TK-3rd students and 4th - 6th-grade students with an increase in participation to 150 students.
School wide assemblies focused on career	Due to COVID and the pandemic, we have not had any schoolwide gatherings for the last two years.	Provide an assembly/assemblies for the entire student body appropriate for TKJ-3rd and 4th - 6th-grade level. Provide an author day for the entire student body.
California Art Standards for Public Schools	Staff have been providing art lessons in each class throughout the year as well as an afterschool art club.	Staff to review the California Art Standards for Public Schools and teach an art lesson utilizing an anchor standard. Teachers will be provided collaboration time to review the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		anchor standards and prepare a lesson to teach to their class at least one a trimester or three times this first year.
Number of students who participate in Visual and Performing Arts.	<p>During the 2021-2022 school year,</p> <p>Band and Strings participation rate totaled 74 students which are 19% of our population.</p> <p>Visual and Performing Arts in the classroom occurred throughout the year for all of our 380 students.</p>	<p>During the 2022-2023 school year, our goal is to bring the participation rate up in all areas.</p> <p>In the music program, our goal is to bring participation rates to 95-100 students' pre-pandemic days which would be 23% of our students.</p> <p>Provide Visual and Performing Arts each trimester presented by the teacher during the school day throughout the school year for all the 380 students.</p>

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.

Provide Fall and Spring afterschool visual and performing arts clubs and programs for TK-3rd and 4-6th grade students to cultivate artistic literacy and development with 20-25 students participating per afterschool class.

Schedule an author day and assembly to infuse the arts for our students which will include the entire school of 380 students.

*Providing multiple enrichment activities for students to include but not limited to Cross Country (50 students), Choir (35-40 students), Music (Band and strings 90-100 students), Folklorico, Art, Dance, and more.

*Four times a year, provide an activity during the school day such as Harry Potter Day,

*Provide materials and supplies to support visual and performing arts in the classroom.

*Provide an enrichment assembly to support students' interests and strengths. Assembly: Author, SEL, Motivation, Academic, other

*Funding for staff to include but is 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)

7300

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

5200

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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 4th - 6th-grade students were encouraged to participate in a music program. Students were encouraged to register through an online process which was not successful. When a registration flyer went home, more students signed up. The music program consisted of a band teacher and a strings teacher. Classroom teachers throughout the week had students singing, dancing, and moving while learning math, English Language Arts (ELA), and Social-Emotional Learning (SEL) activities. Art in all forms from visual and performing arts occurred in all classrooms throughout the year.

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 and our WJUSD Phase Reopening, All staff on-campus review safety protocols each morning and throughout the day. With these protocols in place, there was a limited ability to gather, have assemblies, schoolwide Fun Fridays, and presenters were not

organized this year. Maxwell's staff had high intentions to implement all the goals, strategies, and activities. Our family events of the La Posada, Annual Carnival, and cross-country were canceled. Afterschool programs in the Fall were not offered and in the Spring, art club and choir were offered.

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.

Our goal for the 2022-2023 school year is to spread out the activities of visual and performing arts in the Fall (2 clubs) and Spring (2 clubs) for a duration of 4 hours for each club plus planning time for the teacher. One author assembly and at least one assembly for all students at the school. The Leadership Team will support organizing these activities through staff participation and outside community sponsors. To promote engagement and leadership opportunities for our students, a student leadership team/Student Senate will be involved in organizing certain activities.

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. Our students with disabilities are 100 points below standards in ELA and math despite the fact that they maintained overall in ELA and made a significant increase in math with +22.3 points. Overall our greatest need in math falls within the domain of Communicating Reasoning Demonstrating the ability to support mathematical conclusions and overall our greatest need in ELA remains reading and writing. Based on the 2021-2022 I-Ready math mid-year assessment data shows an area of growth is in the domain of Numbers and Operations. Number and Operations in grades K–8 refer to the mathematics skills often thought of as arithmetic, from reading and writing numbers to adding, subtracting, multiplying, and dividing different types of numbers. This includes whole numbers, decimals, fractions, integers, and irrational numbers.

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 2021-2022 school year, Maxwell's I-ready median percent progress towards typical growth mid-year was: Reading is 39%. Math is 33%.	The goal is to raise the growth target mid-year assessment by 5% in reading and math. Reading 39% to 44% Math 33% to 38% To support that growth, Maxwell will: Conduct data chats with students at the beginning of the year and at the end of each trimester through journals, data folders, individual student tracking sheets, or classroom data walls.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Create grade-level and school-wide academic goals. Communicate those goals to all stakeholders, and providing progress updates throughout the year could be but are not limited to recognizing and celebrating growth through public announcements, staff meetings, bulletin boards, certificates, or rewards to highlight when a student, class, or the school has made great progress or reached a goal.</p>
<p>Parent/family satisfaction on the Healthy Kids Survey (HKS), on key indicators.</p>	<p>For the 2020-2021, there is no parent data for a baseline.</p>	<p>The goal is to establish baseline data from parents/family and work towards improving our outreach through teacher, school, and CAFE Specialist communication. Methods to include: Parent-Squared, texting, emails, phone calls, flyers, and in person.</p>
<p>Performance level on English Learner Progress Indicator</p>	<p>51.1% of EL students are making progress towards English proficiency</p>	<p>Raise the number of EL students will make progress towards proficiency to 55%.</p>
<p>Number of students who are chronically absent</p>	<p>Based on Data-Quest data on chronic absenteeism rate during the 2020-2021 school year, Maxwell's rate was 22.4% which is 89 students. The chronic absenteeism rate is based on virtual learning when students were learning from home.</p>	<p>To lower our chronically absent rate and establish a new baseline for being back at school, Maxwell will lower the rate to 17%.</p> <p>The goals will be to motivate students by recognizing classes and students monthly, trimester, and yearly through announcements at Monday Morning Messages, monthly class parties for the highest attendance class, and recognizing all students with perfect attendance certificates monthly, trimester, and yearly.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>To support our chronically absent students, our Attendance Liaison will send out truancy letters, conduct home visits, contact families, participated in our attendance motivation program, PBIS tier-II attendance meetings, and SARB meetings.</p> <p>Our CAFE specialist will support our families through communication and support.</p>
<p>Student sense of safety and school connectedness</p>	<p>Based on the Healthy Kids survey 2020-2021: 46% of 5th-grade students completed the survey during virtual learning totaling 26 students. Students were at home for virtual learning when the HKS was given. A majority of questions are phrased in a way indicating the student is at school. Questions that indicated student thoughts and feelings were:</p> <p>Problem Solving: 73% of students indicated they know where to go to get help, can find someone to help them and can problem-solve on their own.</p> <p>Parent involvement in schooling: 81% of the students indicated their parent cares about their schoolwork, grades, and monitors homework/schoolwork.</p> <p>Social-Emotional Health: Frequent sadness: females (15%) and males (8%) reported all or most of the time. Problem-Solving: females (77%) and males (69%)</p>	<p>Goal #1 is to support students in their problem-solving ability to raise from 73% to 80%</p> <p>Goal #2 is to support student Social-Emotional health by providing SEL curriculum in class and provide educational counseling support.</p> <p>Goal #3 is to help students make connections and develop friendships to increase from 76% to 80%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>responded all or most of the time. Wellness: females (85%) and males (92%) responded all or most of the time</p> <p>Peer Support: 76% of the students indicated they have a friend that really cares, helps, and will listen to problems.</p>	
Suspension Rate	The overall suspension rate for the 2020-2021 school year was 0% during virtual learning. The previous year, students suspensions were at 1.2%.	Our goal is to maintain our low suspension percentage by providing Positive Behavior Intervention and Supports (PBIS) Dragon Way support for students.
Percentage of students in both the Meets and Exceeds Standards level on SBAC 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 from 68.05% to 73%.
Usage of Renaissance Reading	<p>Students also participate in Renaissance Reading with assessments and quizzes to supplement our ELA program. This program can calculate the number of words read per grade level. The words read totals are based on trimester 1 and Trimester 2 combined.</p> <p>TK - 171 K - 662 1st - 10,424 2nd - 52,934 3rd - 3,494,664</p>	Raise the words to read in trimester 1 and trimester 2 by 5% to 40,997,675.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th - 4,557,594 5th - 11,317,911 6th - 19,611,045 Totaling 39,045,405 words.	
Usage of Renaissance Math	During the 2021-2022 school year, we did not have 2-6 grade students take the STAR Math Enterprise Assessment for a baseline assessment.	Establish a baseline assessment score for the Fall in STAR math. The goal is to make a 5% increase during each assessment in December and March from the baseline taken in September.

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, supplemental 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 to include but are 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
- >>Purchase Renaissance Reading and Math supplemental curriculum.

All students will benefit from our work to refine all Tier II and Tier III support through our Positive Behavior Interventions and 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) Rtl model for instruction
- *Response to Intervention Support with the teacher having common planning time after school for an hour to occur 19 times per year
- *One-hour para daily to support intermediate students grades 4th - 6th.
- *Scheduling for Tier II Intervention Support *PBIS (Positive Behavior Intervention and Support) School-wide Commitment and Practices to include but are 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)
- *Attendance Support Team Meetings scheduled quarterly (Incentives, System of Support)
- *Monthly Tier II Support Team Meetings (Identifying and Providing Additional Support)
- *Incentive Programs
- *Academic Conferences /Assessment Data
- *SSTs (Student Study Teams), 504's

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 include but are not limited to: pencils, stickers, rewards for Dragon Bucks, RTI, pizza/popcorn snack parties, and more
- >>Monthly recognition certificates.
- >>Student Safety and communication supplies, materials, and equipment.
- >>PBIS supplies, staff stipends, 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)
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77,015	Title I Part A: Basic Grants Low-Income and Neglected
43,253	Supplemental/Concentration
105	Title I Part A: Parent Involvement

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.

Communication:

- * All calls through Parent Square, are done in multiple languages as a clear and consistent way to communicate.
- * Newsletter and flyers in multiple languages to reinforce our Parent Squared calls.
- * Website information and calendar provided in multiple languages.

Activities to include but are not limited to these specific events:

- * La Posada
- * Annual Carnival
- * Trunk or Treat
- * Back To School Night
- * PTA (Parent-Teacher Association)
- * School Site Council
- * ELAC - English Language Arts Committee
- * Parent Volunteers
- * Administer Parent Survey, HKS (Healthy Kids Survey)
- * Open House

>> Materials, supplies, and equipment to support communication with parents including 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, PTA, 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)
500	Supplemental/Concentration
916	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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, and learning new ways to present lessons and new ways for students to share what they have learned in ELA and Math. Teachers participated in professional development presented through the district monthly topics included: EL Rise training, Social-Emotional Learning, and Anti-bias / Anti Racism Training. Teachers participated in Academic Conferences focused on student data, creating 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.

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 - English Language Arts Committee, 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, mask-wearing and monitoring COVID was a concern. Students were sent home for any physical symptoms that related to COVID. This created a drop in our overall monthly attendance percentages. The school continues to recognize students for perfect attendance, recognized the class with the highest attendance monthly, trimester perfect attendance, and individual students received monthly certificates. Our Attendance Liaison continued to monitor absences, did home visits, made referrals, monitored attendance data, completed truancy notices, and supported us with SARB meetings.

Maxwell was invited to attend a Positive Behavior Intervention and Supports (PBIS) Tier II 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. We are still working on our creating more Tier II support and procedures with the limited resources available.

Fall and spring afterschool tutoring to support student achievement happened in a few grade levels in the Fall and did occur more in the Spring. All-Day IEP/SST/504 meetings were also budgeted

with subs to support our team meetings. Those meetings were all held throughout the year every Thursday. SST referrals occurred throughout the year with more referrals occurring after parent/teacher conferences

We did have Trunk or Treat on a limited scale with staff participation and families could drive through the parking lot. Open House occurred on a limited basis with the community visiting classrooms.

Approximately 100 students were invited to receive after-school tutoring this school year. The focus was on Language Arts and Math.

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 and our WJUSD Phase Reopening, teachers review safety protocols each morning and throughout the day. All staff on-campus practiced safety protocols and assist with students to maintain safety. With these protocols in place, Maxwell's staff had high intentions to implement all the goals, strategies, and activities. Our family events of the La Posada, Annual Carnival, and cross-country were canceled. Afterschool programs in the Fall were not offered and a few grade levels participated in afterschool tutoring, In the Spring, art club and choir were offered as well as afterschool tutoring.

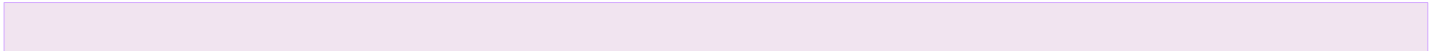
Maxwell is enthusiastic about starting the 2022-2023 school year when everyone is back at school and we can resume pre-pandemic programs where students and the community can gather without worry or concerns.

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 Academic Conferences and Cycles of Continuous Improvement each trimester and involve all stakeholders. To promote a positive culture, the Positive Behavior Intervention and Support 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. 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.

2. Teachers shared these goals with their students and had students create their own academic goals for the trimester
3. Progress Notices to be sent home halfway through each trimester
4. Student goals to be reviewed in after the first I-Ready assessment and each trimester.
5. The completion of the report cards and data results were shared with parents at parent conferences completing the cycle.



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 (EL) through an assets oriented approach, and standards based instruction.

Identified Need

Maxwell's enrollment in 2020-2021 was 380 students with the largest population being our Hispanic-Latino group making up 71.10% of our student population totaling 270 students. 28.4% of our total population or 110 students were considered English Learners (EL). The English Language Proficiency Assessment for California (ELPAC) is given yearly to students who are considered EL students. Students are grouped into 4 levels of performance with level 4 being the highest level depending on their English Language development. Maxwell has 18.35% in Level 4, 34.86% in level 3, 27.52% in level 2, and 19.27% in level 1. Students advance from level 1 through level 4 before they are reclassified as English proficient. Maxwell reclassified 5 students in the 2020-2021 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the reclassification rate for English Learners.	17.7% of English learners on campus are considered Reclassified Fluent English Proficient (RFEP) in 2020-2021. This means the student was initially an English Learner, but has met the criteria for reclassification and is no longer in need of an additional support class. The student's progress is monitored for two years after reclassification in order to ensure academic success.	Increase our RFEP rate by 3% to 20% overall.
Show growth on the English Learner Progress Indicator.	51.1% of our English Learner students are making progress towards English language proficiency based on the 2019 data from the Ca. Dashboard which puts the school in the	To continue to support our English Learner students and maintain our 51.1% students making progress and increase that percentage to 55%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	medium performance level category.	
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	<p>These rating scores were obtained through a survey to staff Maxwell in March 2022.</p> <p>2.5 - Language and cultures are assets</p> <p>2.0 - No single English Learner profile</p> <p>2.5 - School climate is affirming, inclusive, safe</p> <p>2.0 - Strong family and school partnership</p> <p>2.0 - Supporting English Learners with disabilities.</p>	To raise the rank in each area to a 3.

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 English Learner 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 (ELA): reading, writing, speaking, and listening was 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

*Using Listening and Speaking Skills Before Writing and Reading

*Focus on reading and writing school-wide for our English Learner students

*Providing Tier II Intervention and Reteaching; by identifying students by language proficiency level and EL profile, staff will work with English Learner 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 English Language Development (ELD)/ academic language development (ALD)

*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, 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: 2021-22

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 1 with a focus on ELA. Our English Learner students discussed and reviewed their present levels and developed goals. All stakeholders have a strong understanding of reclassification. Teachers met to review student data once during trimester 1 and trimester 2. Parents learned about the reclassification process at our English Language Advisory Committee meeting. Our teachers continued to teach English Learner Development (ELD) daily for 45 minutes daily throughout the school year while using integrated and designated English Language Development. English Language Proficiency Assessment for California (ELPAC) for all English Learners students did occur in the spring. Second-grade students participated in a 6-week after-school program addressing phonemic awareness content standards provided by two certificated teachers.

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 English Learner program is an imbedded program that is built into the daily schedule throughout the year. Our English Learner Specialist supports all staff members, assess students in the initial ELPAC and annual English Language Proficiency Assessment for California (ELPAC), leads and organizes the English Learner Advisory Committee (ELAC) and coordinates Student Study Team (SST) meetings.

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 English Language Development levels, provided focused instruction and reclassification. The staff continues to provide academic support where needed. Teachers attended an English Learner Roadmap Implementation for Systemic Excellence! (EL RISE!) training and requested additional curriculum to support students.

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 2020-2021, 82% of 5th-grade students indicated they felt safe and connected to the school. Based on a survey taken in December 2021 by one-hundred 1st - 2nd-grade students (primary) and one-hundred sixty-four 3rd - 6th-grade students (intermediate) participated. The question asked if they felt they were an important part of the school. The primary students answered 89.9% felt they always, often and sometimes felt connected and the intermediate students responded with 87.8%. Between the Healthy Kids Survey and the school survey, student connectedness falls within the 85% range.

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 over 16 community and other programs that provided students with opportunity for engagement.	Maxwell will continue to partner with the community and other programs to provide opportunities for student engagement.
Number of extracurricular programs offered	Due to the COVID pandemic, our extracurricular programs were limited. Maxwell provided 4 programs of recess and afterschool clubs to support students needs.	The goal is to offer Fall and Spring extracurricular VAPA programs to include teacher and community programs.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Two surveys (Fall and Spring) were completed by our 1st - 6th grade students in 2021-2022 school year. The survey consisted of academic areas, SEL, and school improvement. The data provided information to help shape our practices.	Maxwell in the 2022-2023 school year will provide students in 1st-6th grade to complete a Fall and Spring survey with the purpose of student's voice in the area of academics, SEL, programs such as club interest, and input into the school plan.
Number and percent of students by representative demographic providing input to	During the 2021-2022 school year, approximately 80% of our 1st-6th grade students participated in a Fall survey	For the 2022-2023 school year, continue to provide opportunities for our students to provide input to the school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the SPSA through focus groups	and Spring survey. The Fall survey focused on academics, SEL, and school improvement. The Spring survey focused on students providing input into the development of the SPSA. Classroom and small group discussions occurred throughout the school year.	plan and activities throughout the year through discussions occurring in classroom, Student Senate, and small groups. Also survey students in the Fall and Spring with staff and student input. Goal is to have 80%-85% of our students participate in providing input through surveys, classroom and small group discussions.

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 Senate

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

Field Trips, guest speakers, and presentations are not limited to but could include:

*Walking (or bus transportation) to local businesses that represent career paths.

*Guest speakers to visit classrooms, both speakers who are in professions that are based on college degrees as well as career technical education

*Career exploration- invite guests to share their career path, successes and struggles to achieve their goals.

*Visit WHS (Woodland High School) to see Ag in Action and their greenhouse.

Discretionary 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: 2021-22

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 list is extensive for our community and program partnerships. Our students were provided opportunities to experience connection, belonging, and support through structured involvement from our partners including sciences, arts, SEL, community presentations, and services. These programs fostered relationships between our students and the community through shared agreements including aligning expectations, social and emotional learning, and sharing practices that contribute to positive interactions. Due to COVID, the school was limited in providing extracurricular activities during school and after school. These activities were offered in the Spring including Choir and Art. Seeking data from student surveys in the Fall and Spring, meetings in classrooms, Student Senate Committee, and small groups gave staff an insight into students' voice. Data was gathered and shared with staff at staff meetings.

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

The goal was to provide extracurricular activities in the Fall and Spring. Due to COVID, this did not occur. The funds were absorbed into supplemental supplies per classroom.

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.

The goals for the 2022-2023 school year are to provide extracurricular activities in the Fall and Spring from teacher-supported activities and community partnerships. At the beginning of the year, teachers will be asked for interest in providing activities to students after school. Depending on their interest, outside programs will be sought to provide these services. The school will need to create a list of community service providers that can provide extracurricular to choose from. This will provide opportunities for our students to participate in community building and deeper engagement with each presentation and assembly. The student's voice is critical in the development of the school plan. Two student surveys will seek data to help guide the school year. Student groups whether individual classrooms, small groups, or the Student Senate Committee will provide additional information in the development of classroom presentations, clubs, and academics.

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	\$86,848
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$136,801

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	\$85,827
Title I Part A: Parent Involvement	\$1,021.00

Subtotal of additional federal funds included for this school: \$ 86,848

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	\$49,953

Subtotal of state or local funds included for this school: \$49,953

Total of federal, state, and/or local funds for this school: \$136,801

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
Marialuiza Sanchez	Classroom Teacher
Lesley Estrella	Other School Staff
Estella Medina	Classroom Teacher
Celena Rodriguez	Classroom Teacher
Maria Yanet Sanchez Ascencio	Parent or Community Member
Crystal Real	Parent or Community Member
Eva Ortega	Parent or Community Member
Dayhanna Dera	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.

Recommendations and Assurances

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

 5

English Learner Advisory Committee

Melinda Bauer

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 5/17/22

Attested:


Ma Sanchez 5-17-22

5/12/2022