School Year: **2023-24**

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	5/11/23	May 25, 2023

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
Additional Targeted Support and Improvement Students with disabilities

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.

This ATSI plan meets state and ESSA requirements:

- In partnership with stakeholders (including the principal and other school leaders, teachers, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

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

Educational Partner 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 (SSC) scheduled a total of seven meetings this year to review school data, monitor progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan. The dates include 9/12/2022, 11/7/2022, 1/10/2023 (SPSA Amendment), 1/23/2023, 2/27/2023, 4/24/2023, and 5/8/2023.

Formal needs assessments were conducted with multiple stakeholder groups during the 2022-2023 school year including ELAC (English Learner Advisory Committee), School Site Council, staff, and Youth Advisory Council. Each meeting included an in-depth review of the most recent iReady 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 2022-23 SPSA on 0/12/2022. During the 1/23/23 meeting, the team monitored and review school plan implementation and data review. On 2/27/2023, the team conducted a needs assessment and was presented with data from iReady and additional school data.

English Learner Advisory Committee (ELAC) scheduled a total of eight meetings this year and reviewed: the school's data, monitor the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participated in the needs assessment process and provided school plan recommendations to the Site Council for the 2023-2024 school year. The team met on dates included: 9/20/22, 10/18/22, 12/13/22, 1/24/23, 2/28/23, 3/21/23, 4/25/23, and 5/23/23.

During the 1/24/23 meeting, the ELAC monitored and review school plan implementation. On 2/28/23, the team conducted a needs assessment and was presented with school data and developed recommendations to Site Council.

STUDENT INPUT:

The Youth Advisory Committee (YAC) scheduled a total of four meeting this year to review school data, monitor progress made on goals within the School Plan for Student Achievement (SPSA), participate in the needs assessment process, as well as develop a student survey. The YAC is comprised of eight students that are demographical representative of students of Maxwell Elementary with to representatives from third through sixth grade, equal numbers of boys and girls, including low performing students, English Language Learners, students receiving special education services and low income students.

During the 12/12/22 meeting the YAC reviewed the 2022-23 SPSA. In the 1/7/23 meeting the team identified areas of need and an area of focus- two areas of focus came to the fore of campus beautification and the creation of an "alternative to recess" program to support the Social Emotional Learning (SEL) needs of Maxwell students. In the 3/13/23 meeting the students performed a needs assessment on LCAP/SPSA Goal 4 specifically. In the 5/9/23 meeting the team created the action plan survey as well as the end of the year parent/student satisfaction survey.

Principal McLearan also holds monthly informal meetings with students TK-6th called "Lunch Bunch". Between 2-4 times a month, the principal eats lunch with a different group of students to get feedback about climate, safety, learning, extra-curriculars, etc. to work into the site plan.

The process to include all educational partners in the development of the school plan was considered with recommendations and feedback from all groups. The data from the iReady mid-year assessment was shared with staff, SSC, and ELAC.

Teachers reviewed the needs assessment from the iReady mid-year assessment in the 1/18/23 District PD Collaboration Wednesday. On 3/15/2023 during a staff meeting, performance data was shared with the teachers and conducted an in-depth review of Goals One and Two of the SPSA and proposed actions and strategies to support these needs. Recommendations consisted of back to basics interventions (following the RTI model), encouraging more class discussions, math programs with high student interest, and expanding after school intervention.

School Site Council conducted a needs assessment on 2/27/23. The SSC identified staffing shortages (dedicated, long term subs, and vacant positions), the continuing effects of remote learning and partial in-person school years chronic absenteeism, and atypical socialization are all having an effect on English Language Arts (ELA) and Math scores on both California Assessment of Student Performance and Progress (CAASPP), iReady, STAR Reading and other measures and the Socio-emotional state of students. Recommendations consisted of providing teachers funds to purchase supplemental supplies, informing parents of progress throughout the year, offering Visual and Performing Arts (VAPA) type after-school programs, increasing the length of the after school intervention program.

ELAC conducted a needs assessment on 2/28/23 and did an in-depth analysis of Local Control Accountability Plan (LCAP) /SPSA Goal Three. ELAC made recommendations consisting of refocusing on, planning around, and making goals for English Learner (EL) students in integrated English Language Development (ELD), Integrating Optimal Learning Environments (OLE) and EL Rise into regular practice, adding after school intervention options for ELLs and adding “Power Hour” and/or “WIN” Time to Master Schedule.

Youth Advisory Council conducted a needs assessment on 3/13/23 and did an in-depth analysis of LCAP/SPSA Goal Four. YAC made recommendations consisting of conducting student surveys (on career interests for career day) and ideas from the student body on what offerings they would like availble at the "alternatives to recess" program.

Resource Inequities

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

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. Maxwell reviewed resources and did not identify an inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0.27%	1		1
African American	1.3%	1.30%	2.15%	5	5	8
Asian	3.4%	4.15%	3.49%	13	16	13
Filipino	0.8%	0.52%	0.54%	3	2	2
Hispanic/Latino	71.1%	69.95%	69.35%	270	270	258
Pacific Islander	0.3%	0.26%	0.27%	1	1	1
White	19.7%	17.62%	19.09%	75	68	71
Multiple/No Response	1.8%	3.37%	2.96%	7	13	11
			Total Enrollment	380	386	372

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	66	75	75
Grade 1	55	55	51
Grade 2	53	50	53
Grade3	48	51	49
Grade 4	51	47	51
Grade 5	55	53	47
Grade 6	52	55	46
Total Enrollment	380	386	372

Conclusions based on this data:

1. Slight increase in enrollment from 2020-'21 to 2021-'22 but not as high point in 2019-'20. Increases in Kinder, Grade 3, and 6th (Largest in Kinder).
2. Increase in Asian American students (3.4 to 4.15%) and "more than one race" or "no response" (1.8% to 3.37%). Small declines in all other areas.
3. Currently we have two teachers at each grade level K-4, with a 5th/6th combo and single 6th. With a small increase and projections for next year we will be able to staff two classes at each level (except TK). The increase in Kinder will support this pattern continuing.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	108	110	97	28.40%	28.5%	26.1%
Fluent English Proficient (FEP)	60	36	33	15.80%	9.3%	8.9%
Reclassified Fluent English Proficient (RFEP)	22			20.4%	14%	

Conclusions based on this data:

1. The number of English Learners students for the 2021-'22 was 110 which is a slight increase of 2 students from the previous school year.
2. The number of Fluent English Proficient (FEP) had a sharp decline from 2020-'21 to 2021-'22 from 60 down to 36 (15.8% down to 9.3%)
3. The number of Reclassified English Proficient (RFEP) students was 16 (14% students in the 2021-'22 school year- and increase of 8.2%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	54		0	54		0	54		0.0	100.0	
Grade 4	52	45		0	45		0	45		0.0	100.0	
Grade 5	56	49		0	47		0	47		0.0	95.9	
Grade 6	51	59		0	57		0	57		0.0	96.6	
All Grades	209	207		0	203		0	203		0.0	98.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2354.			5.56			18.52			16.67			59.26	
Grade 4		2376.			6.67			11.11			13.33			68.89	
Grade 5		2456.			6.38			29.79			27.66			36.17	
Grade 6		2482.			7.02			17.54			29.82			45.61	
All Grades	N/A	N/A	N/A		6.40			19.21			22.17			52.22	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.81			50.00			35.19	
Grade 4		8.89			53.33			37.78	
Grade 5		6.38			68.09			25.53	
Grade 6		10.53			56.14			33.33	
All Grades		10.34			56.65			33.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			37.04			62.96	
Grade 4		2.22			35.56			62.22	
Grade 5		2.13			63.83			34.04	
Grade 6		7.02			42.11			50.88	
All Grades		2.96			44.33			52.71	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11			68.52			20.37	
Grade 4		2.22			64.44			33.33	
Grade 5		10.64			72.34			17.02	
Grade 6		10.53			71.93			17.54	
All Grades		8.87			69.46			21.67	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.41			51.85			40.74	
Grade 4		4.44			62.22			33.33	
Grade 5		8.51			65.96			25.53	
Grade 6		7.02			68.42			24.56	
All Grades		6.90			62.07			31.03	

Conclusions based on this data:

1. Looking at the overall achievement in English Language Arts (ELA), 41.63% of our students exceeded, met or nearly the standard in 2018-'19 while 47.78% exceeded, met, or nearly the standard in 2021-'22 an increase of 6.15%.
2. The percentage of students who "nearly met" standard are within approximately four percent of each other with 26.39% in 2018-'19 and 22.17% in 2021-'22. Students who have not met the standard has increased by 20.28% 2018-'19 with 31.94% to 52.22% of students in 2021-'22. With 2021-'22 being the first full in person year, the pandemic has dramatically affected scores- we will be looking towards 2023 scores to determine whether Maxwell students are beginning to rebound.
3. Within the four domains of English Language Arts (Reading, Writing, Listening, and Research-Inquiry) 2021-'22 Strengths in are Listening (78.33% of students exceeding or meeting standard), Research and Inquiry (68.97% of students exceeding or meeting standard) and Reading (66.99% of students exceeding or meeting standard). Writing (47.29% of students exceeding or meeting standard) is the area for growth.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	54		0	54		0	54		0.0	100.0	
Grade 4	52	45		0	45		0	45		0.0	100.0	
Grade 5	56	49		0	47		0	47		0.0	95.9	
Grade 6	51	59		0	56		0	56		0.0	94.9	
All Grades	209	207		0	202		0	202		0.0	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2354.			3.70			11.11			20.37			64.81	
Grade 4		2406.			4.44			8.89			33.33			53.33	
Grade 5		2450.			0.00			8.51			42.55			48.94	
Grade 6		2482.			5.36			16.07			33.93			44.64	
All Grades	N/A	N/A	N/A		3.47			11.39			32.18			52.97	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70			35.19			61.11	
Grade 4		4.44			40.00			55.56	
Grade 5		2.13			57.45			40.43	
Grade 6		1.79			53.57			44.64	
All Grades		2.97			46.53			50.50	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70			40.74			55.56	
Grade 4		4.44			42.22			53.33	
Grade 5		2.13			48.94			48.94	
Grade 6		8.93			50.00			41.07	
All Grades		4.95			45.54			49.50	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70			48.15			48.15	
Grade 4		6.67			40.00			53.33	
Grade 5		2.13			59.57			38.30	
Grade 6		3.57			67.86			28.57	
All Grades		3.96			54.46			41.58	

Conclusions based on this data:

1. Looking at the overall achievement in Mathematics, 57.6% of our students exceeded, met or nearly the standard in 2018-'19 while 47.04% exceeded, met or nearly the standard in 2021-'22 a decrease of 10.56%.
2. The percentage of students who "nearly met" standard are within approximately three percent of each other with 35.02% in 2018-'19 and 32.18% in 2021-'22. Students who have not met the standard has increased by 42.40% 2018-'19 with 31.94% to 52.97% of students in 2021-'22. With 2021-'22 being the first full in person year, the pandemic has dramatically affected scores- we will be looking towards 2023 scores to determine whether Maxwell students are beginning to rebound.
3. Within the three domains of Mathematics (Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning) 2021-'22 strengths are Communicating Reasoning (58.42% of students exceeding, at or near standard) and Problem Solving & Modeling/Data Analysis (50.49% of students exceeding, at or near standard). Concepts & Procedures (49.5% of students exceeding, at or near standard), is the area for growth.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1435.2	1438.3		1447.1	1456.5		1406.9	1395.7		29	20	
1	1427.7	1457.3		1448.1	1477.5		1407.1	1436.4		18	22	
2	1454.6	1459.3		1482.2	1457.2		1426.8	1460.6		14	17	
3	1489.8	1480.8		1489.9	1486.5		1489.1	1474.7		17	13	
4	1528.9	1513.5		1534.2	1529.8		1523.1	1496.6		13	13	
5	1512.5	*		1514.5	*		1510.1	*		14	8	
6	*	*		*	*		*	*		5	10	
All Grades										110	103	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.59	10.00		20.69	55.00		37.93	30.00		13.79	5.00		29	20	
1	0.00	18.18		27.78	31.82		38.89	31.82		33.33	18.18		18	22	
2	7.14	11.76		42.86	41.18		21.43	29.41		28.57	17.65		14	17	
3	18.75	0.00		37.50	46.15		25.00	46.15		18.75	7.69		16	13	
4	23.08	15.38		61.54	61.54		15.38	7.69		0.00	15.38		13	13	
5	14.29	*		42.86	*		21.43	*		21.43	*		14	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	18.35	15.53		34.86	46.60		27.52	27.18		19.27	10.68		109	103	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.03	25.00		37.93	60.00		17.24	10.00		13.79	5.00		29	20	
1	16.67	31.82		38.89	50.00		33.33	9.09		11.11	9.09		18	22	
2	28.57	23.53		28.57	29.41		35.71	35.29		7.14	11.76		14	17	
3	37.50	23.08		31.25	30.77		25.00	46.15		6.25	0.00		16	13	
4	61.54	46.15		38.46	30.77		0.00	23.08		0.00	0.00		13	13	
5	50.00	*		21.43	*		7.14	*		21.43	*		14	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	36.70	35.92		33.03	40.78		19.27	18.45		11.01	4.85		109	103	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.03	20.00		62.07	75.00		6.90	5.00		29	20	
1	33.33	31.82		55.56	63.64		11.11	4.55		18	22	
2	35.71	23.53		64.29	52.94		0.00	23.53		14	17	
3	18.75	38.46		75.00	46.15		6.25	15.38		16	13	
4	46.15	38.46		53.85	53.85		0.00	7.69		13	13	
5	35.71	*		42.86	*		21.43	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	33.03	29.13		58.72	62.14		8.26	8.74		109	103	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.59	35.00		55.17	60.00		17.24	5.00		29	20	
1	5.56	59.09		77.78	31.82		16.67	9.09		18	22	
2	21.43	17.65		64.29	70.59		14.29	11.76		14	17	
3	50.00	46.15		37.50	38.46		12.50	15.38		16	13	
4	76.92	53.85		23.08	46.15		0.00	0.00		13	13	
5	71.43	*		7.14	*		21.43	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	40.37	52.43		44.95	40.78		14.68	6.80		109	103	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.69	5.00		65.52	95.00		13.79	0.00		29	20	
1	5.56	31.82		38.89	27.27		55.56	40.91		18	22	
2	14.29	11.76		50.00	64.71		35.71	23.53		14	17	
3	6.25	0.00		50.00	30.77		43.75	69.23		16	13	
4	7.69	0.00		76.92	53.85		15.38	46.15		13	13	
5	0.00	*		64.29	*		35.71	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	11.01	9.71		56.88	57.28		32.11	33.01		109	103	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.69	20.00		37.93	65.00		41.38	15.00		29	20	
1	0.00	9.09		38.89	50.00		61.11	40.91		18	22	
2	7.14	0.00		50.00	76.47		42.86	23.53		14	17	
3	25.00	7.69		62.50	84.62		12.50	7.69		16	13	
4	7.69	7.69		92.31	76.92		0.00	15.38		13	13	
5	0.00	*		85.71	*		14.29	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	12.84	9.71		55.96	70.87		31.19	19.42		109	103	

Conclusions based on this data:

1. For our ELPAC (English Learner Proficiency Assessment for California) Summative Assessment Data, the number of students tested has steadily decreased from 2018 to 2022. The overall mean scale scores for all students increased in three grades from 2020-'21 to 2021-'22 kinder (up 3.1), first (up 32.6), second (up 4.7) and decreased in third (down 9) and fourth (down 15.4).
2. There were significantly more students scoring at Level 3 overall than compared to Levels 1, 2, and 4. (Level 4 - 15.53, Level 3 - 46.60, Level 2 - 27.18, Level 1 - 10.68)
3. Within the six domains Overall Language, Oral Language, Listening, Speaking and Reading, students showed strength in Speaking (Well developed-52.43), and Oral Language (Well developed-35.92), and Listening (Well developed-29.13). Overall Language (Well developed- 15.53), Reading (Well developed-9.71), and Writing (Well developed-9.71) are areas for growth.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
386	**81.6**	**28.5**	**0.3**
Total Number of Students enrolled in Rhoda Maxwell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	110	28.5
Foster Youth	1	0.3
Homeless	4	1.0
Socioeconomically Disadvantaged	315	81.6
Students with Disabilities	60	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.3
American Indian		
Asian	16	4.1
Filipino	2	0.5
Hispanic	270	69.9
Two or More Races	13	3.4
Pacific Islander	1	0.3
White	68	17.6

Conclusions based on this data:

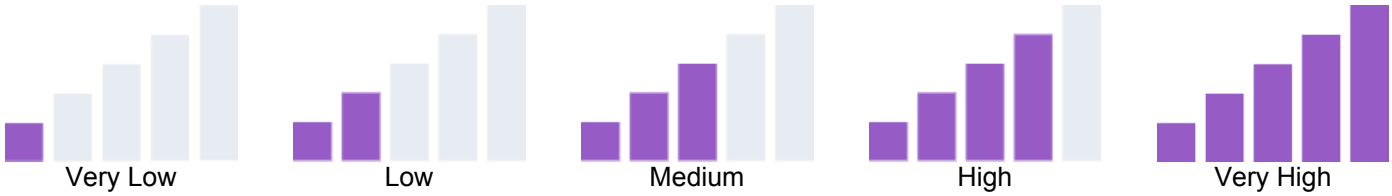
1. Maxwell School has110 students that are considered English Learners school-wide, this is 28.45% of our student population (a two student and/ .1% increase from 2021-'22)
2. Maxwell School has an increasingly significant percentage of students that are identified as socio-economically disadvantaged. 81.6% or 315 out of our 386 students- a 24.5% increase from 2021-'22 (57.1% or 217 out of our 380 students in 2021-'22). Maxwell School exceeds the typical average for students with disabilities with 15.5% (or 60 students) a 1.3% increase from 2021-'22 (14.2% or 54 out of our 380 students in 2021-'22)
3. Our largest ethnic population is Hispanic students comprising 69.9% with the second largest group being White students at 17.6%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. ELA and Mathematics are within the orange zone (Low) of the California Dashboard- this is a decline in ELA and maintaining for Mathematics.
2. Chronic absences remain in the red area (Very High) of the Dashboard for the 2021-'22 school year. Due to the pandemic and virtual learning, our chronic absenteeism rate went up. This has continued into full in-person years

with continued long illnesses (COVID, RSV, Flu, etc.) and well as anxiety preventing students from attending regularly.

3. Suspensions are in yellow (Medium- 18 suspensions) on the Dashboard for the 2021-'22 school year. This is an increase in suspensions from the green on the Dashboard for the 2018-2019 school year (8 suspensions).

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

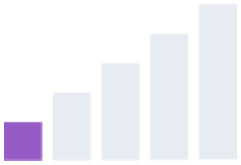
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
63.8 points below standard	74.3 points below standard	0 Students
191 Students	68 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
1 Student	72.2 points below standard	126.8 points below standard
	159 Students	51 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 8 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 74.1 points below standard 133 Students	No Performance Level 5 Students		Low 42.2 points below standard 38 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.1 points below standard 37 Students	29.1 points below standard 31 Students	62.2 points below standard 115 Students

Conclusions based on this data:

1. All subgroups scored "Low" or "Very Low" English Language Arts score. All students together decreased from the yellow performance level (Medium) to orange (Low) being 63.8 points below standard.
2. Three sub populations that are the most challenged are Students with Disabilities, in the red (very low) 126.8 points below standard, English Learners (very low) 74.3 points below standard, and Socioeconomically Disadvantaged (very low) 72.2 points below standard. Reclassified English learners are performing better that than their current English Learner peers being 29.1 points below standard compared to 112.1 points below standard and their English Only peers at 62.2 points below standard.
3. Maxwell has two ethnic subgroups with enough students to report data on in 2021-'22- Hispanic students (very low) 74.1 points below standard and White students (low) 42.2 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

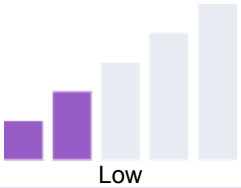
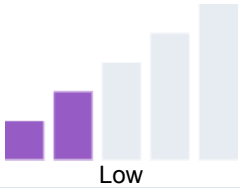
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
74.4 points below standard	88.9 points below standard	0 Students
192 Students	68 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	82.5 points below standard	134.1 points below standard
	159 Students	52 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 8 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 84.8 points below standard 133 Students	No Performance Level 5 Students		 Low 50.6 points below standard 39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
119.0 points below standard 37 Students	52.9 points below standard 31 Students	68.5 points below standard 116 Students

Conclusions based on this data:

1. All subgroups scored as "Low" or "Very Low" in Mathematics. All students together decreased from the yellow performance level (Medium) to orange (Low) being 74.4 points below standard. This is slightly different than ELA performance in that English earners and Socioeconomically Disadvantaged students are performing better in mathematics than in ELA.
2. Three sub populations that are the most challenged are Students with Disabilities, in the red (very low) 134.1 points below standard, English Learners (low) 88.9 points below standard, and Socioeconomically Disadvantaged (low) 82.5 points below standard. Reclassified English learners are performing better that than their current English Learner peers being 52.9 points below standard compared to 119.0 points below standard and their English Only peers at 68.5 points below standard. This pattern is consistent with ELA performance.
3. Maxwell has two ethnic subgroups with enough students to report data on in 2021-'22- Hispanic students (low) 84.8 points below standard and White students (low) 50.6 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

51.3 making progress towards English language proficiency

Number of EL Students: 78 Students

Performance Level: 3

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.

2022 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
20.5%	28.2%	3.8%	47.4%

Conclusions based on this data:

1. 51.3% of our English Learners are making progress towards English language proficiency which maintains the "medium" performance level category. This is a .2% increase from 2021-'22 (51.1% making progress towards proficiency) which put the school in the medium performance level category.
2. Sixteen students decreased one ELPI (English Learner Performance Index) level compared to 18 students that decreased one ELPI in 2021-'22.
3. Twenty-two students maintained ELPI levels 1-3H, three maintained level 4. Thirty-seven students progressed at least one level. The strong numbers with over half of students making progress and 79.8% of students either maintaining or progressing is evidence of strong work in the classroom as well as the efficacy of our EL Specialist.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

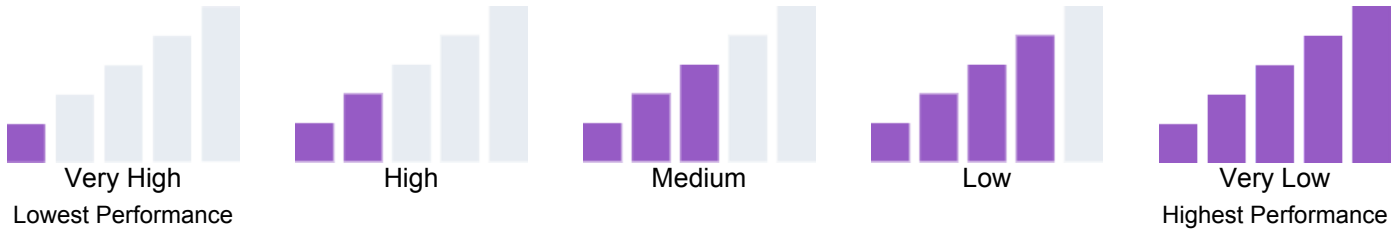
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

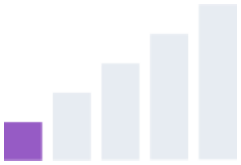
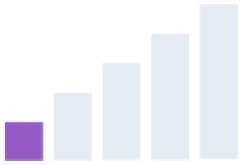
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
41.8% Chronically Absent	37.9% Chronically Absent	Less than 11 Students
400 Students	116 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	45.2% Chronically Absent	50% Chronically Absent
6 Students	332 Students	86 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		18.8% Chronically Absent	Less than 11 Students
6 Students		16 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
45.4% Chronically Absent	59.1% Chronically Absent	Less than 11 Students	26% Chronically Absent
280 Students	22 Students	1 Student	73 Students

Conclusions based on this data:

1. In 2021-'22 school year, Chronic Absenteeism was at 41.8% ("Very high") 11.8% above the State chronic absenteeism rate of 30%. COVID as well as other illnesses have had a disproportionate effect on socioeconomically disadvantaged students and students of color which are more than the majority of Maxwell students. We see this disproportionate affect in our numbers.

2. In order of impact Students with Disabilities (50%), Socioeconomically Disadvantaged (45.2%) and English Learners (37.9%) are chronically absent all in the "Very High" category.

3. In order of impact the ethnic breakdown of chronically absent students are Two or More Races (59.1%), Hispanic (45.4%) White (26%) and Asian (18.8%) All in the "Very High" category with groups large enough to be rated.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	3	2	0	0

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

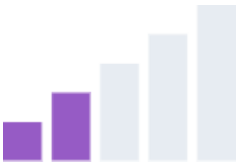
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
2.4% suspended at least one day	3.4% suspended at least one day	Less than 11 Students
410 Students	118 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
Less than 11 Students	1.8% suspended at least one day	5.6% suspended at least one day
6 Students	339 Students	90 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
6 Students		16 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	No Performance Level	No Performance Level	High
2.1% suspended at least one day	4.5% suspended at least one day	Less than 11 Students	3.9% suspended at least one day
287 Students	22 Students	1 Student	76 Students

Conclusions based on this data:

1. The overall suspension rate for the Fall 2021-'22 school year increased by 1.2% with 2.4% of students being suspended- in the "Medium" range. The data plus anecdotal reports from teachers suggests that students are having difficulty re-adjusting to in person learning and how to function in large groups of students.
2. Sub populations that are suspended at a "High" rate are Students with Disabilities (5.6%) and English Learners (3,4%)- Socioeconomically Disadvantaged students were suspended at a "Medium" rate (1.8%)- slightly below the "All Students" rate.
3. White student suspensions are "High" (3.9%) compared to Hispanic student "Medium" suspension rate (2.1%).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	Afterschool Club/Plus Curricular VAPA (Strings and Band): 38% of student body participation in VAPA Strings: 51 students Band: 24 = 75 Choir: 81 Sign Ups 45 regularly attend TK/K Art Club 24 Students = 144 students- 38% of student body	Provide Afterschool clubs to increase participation by 2% from 38% to 40% in the 2023-'24 school year.
Number of assemblies offered annually.	Provided four assemblies- WHS Band Performance for 3rd-6th, Eco Hero Assembly, Woodland Reads Author Day, and Reptile Ron for TK-6th.	Provide at least one assembly for the entire student body appropriate for TK-3rd and 4th - 6th-grade level. Provide an author day for the entire student body.
Number of VAPA lessons taught site wide annually.	Staff reviewed California Art Standards for public schools in the fall, were provided collaboration time and taught	Staff to review the California Art Standards for Public Schools and teach an art lesson utilizing an anchor standard. Teachers will be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	three lessons (one per trimester)	provided collaboration time to review the anchor standards and prepare a lesson to teach to their class three times this first year (one per trimester).

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

We will offer multiple enrichment 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 (VAPA) clubs and programs for TK-3rd and 4-6th grade students to cultivate artistic literacy and development with 20-25 students participating per after school class.

Schedule at least three assemblies including author day which will include the entire school of 380 students.

*Provide 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).
*Provide themed 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.
*Seek partnerships with outside vendors to provide both after school enrichment activities as well as curricular support for VAPA in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I Part A: Basic Grants Low-Income and Neglected
11100	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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.

There was a strong rebound/rebuilding of both curricular and extracurricular programs after two pandemic years. Students are excited to have the opportunity and are taking the opportunities. 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 as well as three school wide art projects (all students participated in the same project). The three scheduled assemblies were well attended and well received after two years of no assemblies.

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

All planned activities were achieved. While a coach was not obtained for Cross Country- all other groups saw strong attendance. The annual La Posada was replaced with a larger Winter Concert program with TK-1st and Choir performing. After school programs in the Fall were offered in the form of Choir and in the Spring, choir and a TK/K Art program 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.

We will continue all planned activities from 2021-'22 into 2022-'23. We will reinvest in the Cross Country program and undertake new efforts to partner with vendors to provide after school opportunities (separate from Expanding Minds) to provide extracurricular activities to non-Expanding Minds students. Partnering with vendors will alleviate the staffing concerns. In classroom visits to promote as well as outside providers in classrooms are other options.

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

There is a need for continuous growth in Math and English Language Arts. There is an equity gap with Students with Disabilities in ELA and Math and are disproportionately absent and suspended.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	Reading: Maxwell scored "Low " (63.8% below standard) in ELA (Orange) Math: Maxwell scored "Low" (74.4% below standard) in math (Orange)	Maxwell will increase performance on the California School Dashboard to Yellow ("Medium") for ELA to Yellow ("Medium") for Math.
Performance level on English Learner Progress Indicator (ELPI)	51.3% of ELLs are making progress towards English language proficiency based on the 2022 CA. Dashboard. "Medium" performance level category.	Raise the number of EL students will make progress towards proficiency by 4% to to 55%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA)	In ELA 47.78% exceeded, met, or nearly the standard in 2021-'22	Raise the percentage of students that exceeded, met, or nearly met the standard by 2.22% to 50% in ELA.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In Mathematics 47.04% exceeded, met or nearly the standard in 2021-'22	Raise the percentage of students that exceeded, met, or nearly met the standard by 2.96% to 50% in Mathematics.
Percentage and number of students who are chronically absent	In 2021-'22 school year, Chronic Absenteeism was at 41.8% ("Very high")	Decrease the Chronic Absentee rate by 6.8% to 35%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student sense of safety and school connectedness	51% of 5th Grade Maxwell students participated. 76% of respondents reported “Caring Adults in School” 70% of respondents reported “Parent Involvement in Schooling” 52% of respondents reported “Frequent Sadness” 56% of respondents reported “Wellness”	Increase participation in the California Healthy Kids Survey 4% to 55%. Increase respondents reporting “Caring Adults in School” 4% to 80%. Increase respondents reporting “Parent Involvement in Schooling” 5% to 80%. Decrease respondents reporting “Frequent Sadness” by 2% to 50%. Increase respondents reporting “Wellness” 2% to 60%.
Suspension Rate	Fall 2021-'22 school year was 2.4%	Decrease the suspension rate by .4 to 2%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	There is no baseline data from 2021-'22	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: A school-wide parent and student survey, Parent-Square, texting, emails, phone calls, fliers, and in person.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	Results of 2022-'23 Fall Assessment: ELA: 60% of Progress Towards Typical Growth Math: 39% of Progress Towards Typical Growth	The goal is to maintain above 50% Progress Towards Typical Growth on the mid-year assessment in reading and raise Progress Towards Typical Growth by 6% to 45% or above in math.

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. (All strategies marked with an * are specific to meeting the needs of Students with Disabilities)

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, and/or classroom data walls.

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.

Additional discrete activities to support Goal 2:
*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, on line conferences
*Common Agreements for Academics (Quality First Instruction, i-Ready, Pacing Guides, supplemental Curriculum)
*Staff Meetings (Focus on PLC's to improve instruction and student outcomes, including the development of rubrics to effectively gauge implementation progress outputs.)
*Grade level PLC (Professional Learning Community) 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).

> Release time for peer observations and subsequent 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.
> Provide opportunities for Common Planning Time
*Academic Conferences, Sub/Release Time, Observations, Student Goal Planning, and Student Monitoring and Planning
*Before and/or after school Intervention support
>Office supplies and equipment to support academic growth and parent involvement
*Educational software to support student academic growth
> Support parent advisory groups with translation, daycare, and/or light snacks
> Support parents 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), Targeted Instruction, i-Ready
*RtI - Math / ELA (English Language Arts) RtI model for instruction

*Response to Intervention Support with the teacher having common planning time after school for up to two hours per month
*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)
*Regular PBIS Team Meetings (Identifying Patterns and Areas of Need)
*Attendance Support Team Meetings scheduled quarterly (Incentives, System of Support)
*Monthly Tier II Support/Wellness Team Meetings (Identifying and Providing Additional Support)
*Incentive Programs
*Academic Conferences/Assessment Data
*SSTs (Student Study Teams), 504s

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: Weekly Newsletter to staff (Fridays), Sunday Messages to families and staff, 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
> SEL Supplies including fidgets, flexible seating, support literature for teachers

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)
52356	Title I Part A: Basic Grants Low-Income and Neglected
34624	Supplemental/Concentration

Strategy/Activity 2

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

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

Strategy/Activity

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

Communication:

- All calls through Parent Square are done in multiple languages as a clear and consistent way to communicate.
- Newsletter and fliers in multiple languages to reinforce our Parent Square 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/or 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)
741.00	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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.

This year teachers participated in professional development provide by the district five days prior to the school year and as part of the eight PD Days throughout the year. Topics included: SEL/Behavior/Tier I-III supports trainings, EL Rise and OLE classroom practices trainings, SAEBERS universal behavior screener trainings and time for data analysis, iReady training and

collaboration time, among others. Teachers participated in Academic Conferences focused on student data, creating academic grade-level goals in ELA and math, plans for intervention, 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, PTA, and the Youth Advisory Council (YAC). Each grade level teacher participated in Back to School Night and Open House.

Attendance continued to be a major focus throughout the year. We are continuing to experience the effects of the pandemic with lower overall attendance from pre-pandemic years and higher chronic absenteeism. Maxwell was the vanguard for the district-wide "Every.Day.Counts." campaign. Students earned raffle tickets for different types of positive attendance and we held monthly raffles. The school continues to recognize students for perfect attendance, recognize 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 continued to participate in regular Positive Behavior Intervention and Supports (PBIS) Tier II training through Yolo County this year. A team of four staff members participated: two 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. Tier II supports and procedures have expanded with the addition of a Wellness Team that includes the counselor, gen-ed. behaviorist, social worker, and the principal that meets bi-monthy to discuss student needs and make referrals to the appropriate interventions.

Afterschool tutoring/intervention began in January to support students in first, second, third, and sixth grades. Approximately 100 students were invited to receive after-school tutoring this school year. The focus was on Language Arts and Math.

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 held multiple community activities to increase community engagement including a Back-to-School Night, Back-to-School Ice Cream Social, Halloween Parade, Trunk or Treat, Winter Concert, Band Concert, Spring Carnival, and Open House.

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

All endeavors were executed to plan with the exception of Academic Conferencing. While we budgeted to participate in Academic Conferencing up to for four half days per teacher but due to numerous scheduling challenges and the scarcity of substitute teachers- we were only able to complete one round of Academic Conferencing (In Jan/Feb). Due to full and unrestricted

re-opening we were able to greatly expand our community engagement events beyond what was planned.

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 will continue to focus on best first instruction in ELA in Math to strengthen performance on all student measures. To do this we will commit to the above plan in addition to:

- Beginning after school intervention earlier in the school year (after first iReady diagnostic)
- Adding self-directed PD from peers (plus paid prep time)
- Recommitting to release time for “Learning Walks”
- Recommitting to “Power Hour” focus on ALD/ELD
- Increase the number of hours available for paid common planning time
- Start PBIS efforts before the beginning of the school year so the team can start Tier I expectations and supports on day one plus revisit at regular intervals
- Creating behavior expectation videos that can be viewed at any time of the school year
- Adding Restorative Practices to the slate of PD for the year.
- Reopen a Fall and Spring “Dragon Store” so that students can spend their “Braggin’ Dragons” (PBIS Incentives)

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 2021-'22 was 386 students with the largest population being our Hispanic-Latino group making up 69.95% of our student population. 28.5% of our total population were considered English Learners (EL). 51.3% of our English Learners are making progress towards English language proficiency which maintains the "medium" performance level category. Twenty-two students maintained ELPI levels 1-3H, three maintained level 4. Thirty-seven students progressed at least one level. The strong numbers with over half of students making progress and 79.8% of students either maintaining or progressing. Support of ELs is a strength at Maxwell and we must continue to commit to serving this important subgroup.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	16 reclassified/112 total EL = 14%	Increase our RFEP rate by 1% to above 15% overall.
English Learner Progress Indicator (ELPI)	51.3% of ELs are making progress towards English language proficiency based on the 2022 CA. Dashboard. "Medium" performance level category.	Increase percentage of EL Students Making Progress Towards Proficiency 3.9% to 55%.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self-assessment.	Principle 1: Assets Oriented Approach A: 2 B: 3 C: 3 D: 2 E: 2 Principle 1 AVG: 2.4 Principle 2: Quality of Instruction and Access A: 3 B: 2.5 C: 3	Increase the rank's average to 2.5 on Principle 1 and to 3 on Principle 2.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	D: 3 E: 3 F: 3 G: 2 Principle 2 AVG: 2.8	
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	61% of ELs reaching typical growth on the mid-year assessment in ELA 29% of ELs reaching typical growth on the mid-year assessment in Mathematics	Maintain above 50% of ELs meeting typical growth on the mid-year assessment in ELA. Increase percent of ELs reaching typical growth on the mid-year assessment in Mathematics to 6% to 35%

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 utilize data based 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
*Newcomer group (If numbers support a group)
*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.
*Response to Intervention Tier II Support
*Utilize a "Power Hour"/and/or "WIN" (What I Need) Time 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. ELS (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.
*Provide opportunities for the EL Specialist and/or teacher to attend PD/Conferences on EL Strategies
*Integrate strategies obtained through EL Rise/Optimal Learning Environment (OLE) training into regular practice and collaboration time
*Provide support for EL Parent Nights
*Utilize EL Specialist's expertise during Academic Conferencing to plan interventions for EL Students in ELA and Mathematics

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)
1300	Supplemental/Concentration
1500	Title I Part A: Basic Grants Low-Income and Neglected
824	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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.

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

No major differences between the proposed plan except:

- Newcomer group was not supported by student numbers (Only two newcomers in 2022-'23)
- Power Hour was not integrated into the master schedule

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.

Refocus on planning around and making goals for ELL students in integrated ELD. Integrating OLE and EL Rise into regular practice. Adding after school intervention options for ELs. Add “Power Hour” and/or “WIN” Time to Master Schedule.

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 2021-'22 76% of respondents reported "Caring Adults in School", 70% of respondents reported "Parent Involvement in Schooling", 52% of respondents reported "Frequent Sadness", and 56% of respondents reported "Wellness" with 51% of 5th Grade Maxwell students participating. In the Fall 2022 SAEBERS Universal Behavior Screener, teacher rand students K-6: Low risk: 80%, Some risk: 17%, and High risk: 3%.

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	Thirteen Identified Partnerships maintained and/or established	Maxwell will continue to partner with the community and other programs to provide opportunities for student engagement.
Number of extracurricular and co-curricular programs offered	One program in the Fall (Choir) and two in the spring (Choir and TK/K Art Club)	Offer at least two Fall and Spring extracurricular programs
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Two surveys completed. Systemic Equity Review (approximately 50% of students participated) survey in the Fall and Youth Advisory Committee survey in the Spring.	Continue to offer two surveys over the course of the school year with at least 50% student participation.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	Youth Advisory Council (YCA) met monthly to provide SPSA guidance and feedback. 8 students participated regularly, The group is comprised of 4 English Learners, 2 Low Performing students, 1 student receiving Special Education services. There are	Continue to participate in YAC activities over the course of the school year with appropriate demographic participation.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	an equal numbers of boys and girls and represent 4th-6th grades represented. All 8 students demographically representative of the ethnic diversity at Maxwell.	

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 Managers
**Mentors / Role Models in primary classrooms - Ambassadors
**Reading Buddies - all grade levels - quarterly
**Youth Advisory Council/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 Agriculture in action and their greenhouse.

Funds will be used for 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)
1000	Supplemental/Concentration

1619	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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. 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.

All parts of plan were accomplished with the exception of the specific field trips mentioned in the plan and speakers. Other field trips occurred instead: Woodland Opera House, Coloma, and Science Camp. Guest speakers/presentations/assemblies included United Way author visits, Read Across America visits from Woodland Police and Fire, and other community members, City of Woodland: Eco Hero, Reptile Ron, WHS Band, WHS Early Childhood program.

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.

Need to recommit to walking field trips to local businesses. YAC students are interested in career day offerings of- firefighting, medical profession (doctors, nurses, dentists, and veterinarian), babysitting, authors, and miners. Student surveys (on career interests for career day) and the proposed Alternatives to Recess Program (ideas from the YAC- to have Chromebooks, homework, games, puzzles, LEGO, building tools, art projects, crafts, knitting/crocheting available in the library during recess) will need to be implemented this Spring to solicit specific ideas for next year.

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	$60,299
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$109,064.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$59,475.00
Title I Part A: Parent Involvement	$824.00

Subtotal of additional federal funds included for this school: $60,299.00

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

State or Local Programs	Allocation ($)
Supplemental/Concentration	$48,765.00

Subtotal of state or local funds included for this school: $48,765.00

Total of federal, state, and/or local funds for this school: $109,064.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Adam McLearan	Principal
Marialuiza Sanchez	Classroom Teacher
Lesley Estrella	Other School Staff
Estella Medina	Classroom Teacher
Celena Rodriguez	Classroom Teacher
Matthew Smith	Parent or Community Member
Eva Ortega	Parent or Community Member
Dayhanna Dera	Parent or Community Member
Amber Eilers	Parent or Community Member
Open	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
	English Learner Advisory Committee

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 5/11/23.

Attested:

	Principal, Adam McLearan on 5/11/23
	SSC Chairperson, Matthew Smith on 5/11/23