

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rhoda Maxwell Elementary School	57727100000000	5/6/24	5/23/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rhoda Maxwell Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Rhoda Maxwell Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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 academic 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 community partners (School Site Council, School Leadership, English Language Advisory Committee, Youth Advisory Council), we have analyzed 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 the school is implementing to address the school needs by providing opportunities for all students to meet the rigor of 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 enriching and accelerated curriculum programs, activities, and courses necessary to provide a well-rounded education. Strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting 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.

## Educational Partner Involvement

How, when, and with whom did Rhoda Maxwell Elementary 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 six 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 9/18/2023, 11/6/23, 1/22/2024, 2/26/24, 4/15/24, and 5/6/24.

Formal needs assessments were conducted with multiple educational partner groups during the 2023-2024 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 frequently through conversations with administration, parents, staff, and students.

School Site Council (SSC) presented the 2023-24 SPSA on 1/22/2023. During that meeting, the team monitored and reviewed school plan implementation and data review. On 2/26/2024, 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, monitored 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 2024-2025 school year. The team met on dates included: 9/19/23, 10/17/23, 11/17/23, 1/23/24, 3/12/24, 4/16/24, and 5/21/24.

During the 1/23/24 meeting, the ELAC monitored and reviewed school plan implementation. On 3/12/24, the team conducted a needs assessment and was presented with school data, and developed recommendations for the Site Council.

#### STUDENT INPUT:

The Youth Advisory Committee (YAC) scheduled a total of six meetings 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 demographically representative of students of Maxwell Elementary with two 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 1/26/24 meeting, the YAC reviewed the 2023-24 SPSA. Also in the 1/26/24 meeting, the team identified areas of need and recommitted to our ongoing area of focus- The creation of an "alternative to recess" program to support the Social Emotional Learning (SEL) needs of Maxwell students- they committed to creating an action plan for the latter. In the 2/29/24 meeting, the students performed a needs assessment on LCAP/SPSA Goal 4 specifically. In the 4/26/24 meeting, the team completed their work on the mission/vision of the "alternative to recess" program as well as their "sales pitch" presentation.

Principal McLearn 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 both the Site Plan as well as the Site Safety 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 1/17/24 District PD Collaboration Wednesday. On 3/13/2024 during a staff meeting, performance data was shared with the teachers, and conducted an in-depth review of Goal Two of the SPSA and proposed actions and strategies to support these needs. Recommendations consisted of continuing positive practices such as goal setting, data review, and progress monitoring with students, paid after-school collaboration time and expanding after-school intervention opportunities, and suggestions to increase after-school collaboration time to include time to plan intervention, and calls for a focus on PD that supports classroom teaching practices as well as provide opportunities for new teachers to receive PD for classroom management.

School Site Council conducted a needs assessment on 2/26/24. The SSC identified math performance overall as well as the performance of ELLs and SPED students in various areas as areas of need. Recommendations consisted of increasing the length of the after-school intervention program as well as increasing the number of tutors.

ELAC conducted a needs assessment on 3/12/24 and did an in-depth analysis of the 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 the master schedule.

Youth Advisory Council conducted a needs assessment on 2/29/24 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 available 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.

This section is required for all schools eligible for ATSI and CSI.

N/A

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Suspension Rate (Orange), English Learner Progress (Orange), Mathematics (Orange)—Steps were taken: Increased utilization of "alternatives to suspension" options, an increase of Wellness Team meetings to weekly meetings, active tracking of students on the Wellness Team caseload with behavioral concerns, and increased opportunities of after-school intervention for math help across both primary and intermediate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Chronic Absenteeism- White students (Two below- Red), and ELA Performance- Students with Disabilities (Two below- Red). Steps taken: Increase Wellness Team meetings to weekly meetings and active tracking of students on Wellness Team caseload with attendance concerns (increase in Attendance Liaison partnership and home visits), increased opportunities for after-school intervention for ELA help across both primary and intermediate.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rhoda Maxwell Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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
<b>Total Enrollment</b>				<b>380</b>	<b>386</b>	<b>372</b>

### 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
<b>Total Enrollment</b>	<b>380</b>	<b>386</b>	<b>372</b>

#### Conclusions based on this data:

1. A slight decrease in overall enrollment from 2021-'22 to 2022-'23. Increases in Kinder, Grade 3, and Grade 6 (Largest in Kinder). Increases in 2nd and 4th grades.
2. Increase in African American students (1.3% to 2.15%) and White students (17.62% to 19.09%). Small declines in all other areas or negligible change.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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 for the 2022-'23 was 97, a decrease of 13 students from the previous school year.
2. The number of Fluent English Proficient (FEP) students continues to decline from 2021-'22 to 2022-'23 from 36 down to 33 (9.3% down to 8.9%).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	50	54	51	0	54	51	0	54	51	0.0	100.0	100.0
Grade 4	52	45	57	0	45	56	0	45	56	0.0	100.0	98.2
Grade 5	56	49	48	0	47	48	0	47	48	0.0	95.9	100.0
Grade 6	51	59	48	0	57	48	0	57	48	0.0	96.6	100.0
All Grades	209	207	204	0	203	203	0	203	203	0.0	98.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2346.		5.56	5.88		18.52	7.84		16.67	17.65		59.26	68.63
Grade 4		2376.	2423.		6.67	8.93		11.11	19.64		13.33	26.79		68.89	44.64
Grade 5		2456.	2458.		6.38	10.42		29.79	25.00		27.66	31.25		36.17	33.33
Grade 6		2482.	2480.		7.02	4.17		17.54	27.08		29.82	37.50		45.61	31.25
All Grades	N/A	N/A	N/A		6.40	7.39		19.21	19.70		22.17	28.08		52.22	44.83

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		14.81	3.92		50.00	52.94		35.19	43.14
<b>Grade 4</b>		8.89	8.93		53.33	71.43		37.78	19.64
<b>Grade 5</b>		6.38	10.42		68.09	58.33		25.53	31.25
<b>Grade 6</b>		10.53	10.42		56.14	52.08		33.33	37.50
<b>All Grades</b>		10.34	8.37		56.65	59.11		33.00	32.51

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		0.00	1.96		37.04	25.49		62.96	72.55
<b>Grade 4</b>		2.22	5.36		35.56	48.21		62.22	46.43
<b>Grade 5</b>		2.13	8.33		63.83	62.50		34.04	29.17
<b>Grade 6</b>		7.02	6.25		42.11	54.17		50.88	39.58
<b>All Grades</b>		2.96	5.42		44.33	47.29		52.71	47.29

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		11.11	5.88		68.52	76.47		20.37	17.65
<b>Grade 4</b>		2.22	5.36		64.44	73.21		33.33	21.43
<b>Grade 5</b>		10.64	10.42		72.34	64.58		17.02	25.00
<b>Grade 6</b>		10.53	6.25		71.93	77.08		17.54	16.67
<b>All Grades</b>		8.87	6.90		69.46	72.91		21.67	20.20

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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	3.92		51.85	54.90		40.74	41.18
Grade 4		4.44	1.79		62.22	80.36		33.33	17.86
Grade 5		8.51	12.50		65.96	62.50		25.53	25.00
Grade 6		7.02	8.33		68.42	70.83		24.56	20.83
All Grades		6.90	6.40		62.07	67.49		31.03	26.11

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**Conclusions based on this data:**

1. Reviewing the overall performance in English Language Arts (ELA), 55.89% of our students exceeded, met, or approached the standard in the 2022-23 academic year, compared to 41.63% in the 2021-22 academic year, marking an increase of 14.26%.
2. The percentage of students who nearly met the standard is within approximately eight percent of each other, with 28.08% in 2022-'23 and 19.70% in 2021-'22. Students who have not met the standard decreased by 10.39% in 2022-'23, with 52.22% to 44.83% of students in 2021-'22.
3. Within the four domains of English Language Arts (Reading, Writing, Listening, and Research-Inquiry) 2022-'23, Strengths are Listening (79.81% of students exceeding or meeting standard), Research and Inquiry (68.47% of students exceeding or meeting standard) and Reading (67.48% of students exceeding or meeting standard). Writing (52.47% of students exceeding or meeting standard) is the area for growth. It is to be noted that this domain did see 5.42% growth from 47.29% to 52.71%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	50	54	51	0	54	51	0	54	51	0.0	100.0	100.0
Grade 4	52	45	57	0	45	57	0	45	57	0.0	100.0	100.0
Grade 5	56	49	48	0	47	48	0	47	48	0.0	95.9	100.0
Grade 6	51	59	48	0	56	46	0	56	46	0.0	94.9	95.8
All Grades	209	207	204	0	202	202	0	202	202	0.0	97.6	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2341.		3.70	1.96		11.11	7.84		20.37	21.57		64.81	68.63
Grade 4		2406.	2419.		4.44	3.51		8.89	17.54		33.33	31.58		53.33	47.37
Grade 5		2450.	2428.		0.00	6.25		8.51	8.33		42.55	18.75		48.94	66.67
Grade 6		2482.	2459.		5.36	4.35		16.07	8.70		33.93	36.96		44.64	50.00
All Grades	N/A	N/A	N/A		3.47	3.96		11.39	10.89		32.18	27.23		52.97	57.92

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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	3.92		35.19	31.37		61.11	64.71
Grade 4		4.44	3.51		40.00	36.84		55.56	59.65
Grade 5		2.13	6.25		57.45	29.17		40.43	64.58
Grade 6		1.79	6.52		53.57	43.48		44.64	50.00
All Grades		2.97	4.95		46.53	35.15		50.50	59.90

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70	1.96		40.74	41.18		55.56	56.86
Grade 4		4.44	5.26		42.22	52.63		53.33	42.11
Grade 5		2.13	4.17		48.94	43.75		48.94	52.08
Grade 6		8.93	0.00		50.00	50.00		41.07	50.00
All Grades		4.95	2.97		45.54	47.03		49.50	50.00

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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	3.92		48.15	52.94		48.15	43.14
Grade 4		6.67	5.26		40.00	59.65		53.33	35.09
Grade 5		2.13	4.17		59.57	58.33		38.30	37.50
Grade 6		3.57	4.35		67.86	54.35		28.57	41.30
All Grades		3.96	4.46		54.46	56.44		41.58	39.11

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#### Conclusions based on this data:

- Looking at the overall achievement in Mathematics, 42.08% of our students exceeded, met, or nearly met the standard in 2022-'23, while 47.04% exceeded, met, or nearly met the standard in 2021-'22, a decrease of 4.96%.
- The percentage of students who nearly met the standard is within approximately five percent of each other: 32.18% in 2021-'22 and 27.23% in 2022-'23.
- Within the three domains of Mathematics (Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning) 2022-'23, the strengths are Communicating Reasoning (58.92% of students exceeding,

at or near standard) and Problem Solving & Modeling/Data Analysis (50% of students exceeding, at or near standard). Concepts & Procedures (40.1% of students exceeding, at, or near standard) is the area for growth.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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
<b>K</b>	1435.2	1438.3	1421.9	1447.1	1456.5	1441.3	1406.9	1395.7	1376.8	29	20	20
<b>1</b>	1427.7	1457.3	1446.4	1448.1	1477.5	1481.2	1407.1	1436.4	1411.0	18	22	13
<b>2</b>	1454.6	1459.3	1464.7	1482.2	1457.2	1470.4	1426.8	1460.6	1458.6	14	17	16
<b>3</b>	1489.8	1480.8	1463.1	1489.9	1486.5	1469.9	1489.1	1474.7	1456.0	17	13	15
<b>4</b>	1528.9	1513.5	1511.9	1534.2	1529.8	1513.4	1523.1	1496.6	1509.8	13	13	13
<b>5</b>	1512.5	*	1560.6	1514.5	*	1568.6	1510.1	*	1552.3	14	8	11
<b>6</b>	*	*	*	*	*	*	*	*	*	5	10	5
<b>All Grades</b>										110	103	93

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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
<b>K</b>	27.59	10.00	5.00	20.69	55.00	50.00	37.93	30.00	35.00	13.79	5.00	10.00	29	20	20
<b>1</b>	0.00	18.18	0.00	27.78	31.82	46.15	38.89	31.82	46.15	33.33	18.18	7.69	18	22	13
<b>2</b>	7.14	11.76	12.50	42.86	41.18	31.25	21.43	29.41	43.75	28.57	17.65	12.50	14	17	16
<b>3</b>	18.75	0.00	6.67	37.50	46.15	13.33	25.00	46.15	46.67	18.75	7.69	33.33	16	13	15
<b>4</b>	23.08	15.38	15.38	61.54	61.54	38.46	15.38	7.69	38.46	0.00	15.38	7.69	13	13	13
<b>5</b>	14.29	*	54.55	42.86	*	18.18	21.43	*	18.18	21.43	*	9.09	14	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	18.35	15.53	17.20	34.86	46.60	33.33	27.52	27.18	36.56	19.27	10.68	12.90	109	103	93

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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
<b>K</b>	31.03	25.00	20.00	37.93	60.00	45.00	17.24	10.00	25.00	13.79	5.00	10.00	29	20	20
<b>1</b>	16.67	31.82	30.77	38.89	50.00	61.54	33.33	9.09	0.00	11.11	9.09	7.69	18	22	13
<b>2</b>	28.57	23.53	12.50	28.57	29.41	43.75	35.71	35.29	37.50	7.14	11.76	6.25	14	17	16
<b>3</b>	37.50	23.08	13.33	31.25	30.77	46.67	25.00	46.15	20.00	6.25	0.00	20.00	16	13	15
<b>4</b>	61.54	46.15	46.15	38.46	30.77	38.46	0.00	23.08	7.69	0.00	0.00	7.69	13	13	13
<b>5</b>	50.00	*	72.73	21.43	*	27.27	7.14	*	0.00	21.43	*	0.00	14	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	36.70	35.92	33.33	33.03	40.78	41.94	19.27	18.45	16.13	11.01	4.85	8.60	109	103	93

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Written 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
<b>K</b>		0.00	5.00		30.00	5.00		65.00	70.00		5.00	20.00		20	20
<b>1</b>		13.64	0.00		18.18	0.00		27.27	53.85		40.91	46.15		22	13
<b>2</b>		5.88	6.25		17.65	37.50		52.94	18.75		23.53	37.50		17	16
<b>3</b>		0.00	0.00		7.69	0.00		61.54	40.00		30.77	60.00		13	15
<b>4</b>		0.00	15.38		23.08	15.38		53.85	30.77		23.08	38.46		13	13
<b>5</b>		*	27.27		*	27.27		*	36.36		*	9.09		*	11
<b>6</b>		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>		3.88	7.53		24.27	17.20		48.54	41.94		23.30	33.33		103	93

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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
<b>K</b>	31.03	20.00	20.00	62.07	75.00	60.00	6.90	5.00	20.00	29	20	20
<b>1</b>	33.33	31.82	61.54	55.56	63.64	30.77	11.11	4.55	7.69	18	22	13
<b>2</b>	35.71	23.53	18.75	64.29	52.94	75.00	0.00	23.53	6.25	14	17	16
<b>3</b>	18.75	38.46	20.00	75.00	46.15	53.33	6.25	15.38	26.67	16	13	15
<b>4</b>	46.15	38.46	46.15	53.85	53.85	38.46	0.00	7.69	15.38	13	13	13
<b>5</b>	35.71	*	45.45	42.86	*	54.55	21.43	*	0.00	14	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.03	29.13	32.26	58.72	62.14	54.84	8.26	8.74	12.90	109	103	93

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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
<b>K</b>	27.59	35.00	25.00	55.17	60.00	65.00	17.24	5.00	10.00	29	20	20
<b>1</b>	5.56	59.09	23.08	77.78	31.82	69.23	16.67	9.09	7.69	18	22	13
<b>2</b>	21.43	17.65	25.00	64.29	70.59	68.75	14.29	11.76	6.25	14	17	16
<b>3</b>	50.00	46.15	13.33	37.50	38.46	60.00	12.50	15.38	26.67	16	13	15
<b>4</b>	76.92	53.85	53.85	23.08	46.15	38.46	0.00	0.00	7.69	13	13	13
<b>5</b>	71.43	*	81.82	7.14	*	18.18	21.43	*	0.00	14	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.37	52.43	37.63	44.95	40.78	52.69	14.68	6.80	9.68	109	103	93

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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
<b>K</b>	20.69	5.00	5.00	65.52	95.00	80.00	13.79	0.00	15.00	29	20	20
<b>1</b>	5.56	31.82	0.00	38.89	27.27	23.08	55.56	40.91	76.92	18	22	13
<b>2</b>	14.29	11.76	25.00	50.00	64.71	37.50	35.71	23.53	37.50	14	17	16
<b>3</b>	6.25	0.00	0.00	50.00	30.77	46.67	43.75	69.23	53.33	16	13	15
<b>4</b>	7.69	0.00	15.38	76.92	53.85	30.77	15.38	46.15	53.85	13	13	13
<b>5</b>	0.00	*	27.27	64.29	*	54.55	35.71	*	18.18	14	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.01	9.71	10.75	56.88	57.28	49.46	32.11	33.01	39.78	109	103	93

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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
<b>K</b>	20.69	20.00	10.00	37.93	65.00	45.00	41.38	15.00	45.00	29	20	20
<b>1</b>	0.00	9.09	0.00	38.89	50.00	84.62	61.11	40.91	15.38	18	22	13
<b>2</b>	7.14	0.00	12.50	50.00	76.47	50.00	42.86	23.53	37.50	14	17	16
<b>3</b>	25.00	7.69	0.00	62.50	84.62	46.67	12.50	7.69	53.33	16	13	15
<b>4</b>	7.69	7.69	30.77	92.31	76.92	61.54	0.00	15.38	7.69	13	13	13
<b>5</b>	0.00	*	63.64	85.71	*	27.27	14.29	*	9.09	14	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.84	9.71	20.43	55.96	70.87	50.54	31.19	19.42	29.03	109	103	93

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**Conclusions based on this data:**

- For our ELPAC (English Learner Proficiency Assessment for California) Summative Assessment Data, the number of students tested steadily decreased from 2020 to 2023. The overall mean scale scores for all students decreased in four grades from 2021-'22 to 2022-'23: Kinder (Down 16.4), 1st (Down 10.9), 3rd (Down 17.7), and 4th (Down 1.6) and increased in 2nd (Up 5.4) and 5th (Up 48.1).
- More students were scoring at Level 3 overall than compared to Levels 1, 2, and 4. (Level 4 - 17.20%, Level 3 - 41.94%, Level 2 - 36.56%, Level 1 - 12.90%).
- Within the six domains (Overall Language, Oral Language, Listening, Speaking, and Reading), students showed strength in Speaking (Well developed—37.63%), Oral Language (Well developed—33.33%), and Listening (Well developed—32.26%). Writing (Well developed—20.43%), Overall Language (Well developed—17.20%), and Reading (Well developed—10.75%) are areas for growth. The Writing domain grew from the least strong domain to the fourth strongest.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>372</b>	<b>84.1</b>	<b>26.1</b>	
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	26.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	313	84.1
Students with Disabilities	70	18.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.2
American Indian	1	0.3
Asian	13	3.5
Filipino	2	0.5
Hispanic	258	69.4
Two or More Races	11	3
Pacific Islander	1	0.3
White	71	19.1

**Conclusions based on this data:**

1. Maxwell School has 97 students that are considered English Learners school-wide, this is 26.1% of our student population (A 13 student and/ 2.35% decrease from 2021-'22).
2. Maxwell School has an increasingly significant percentage of students who are identified as socio-economically disadvantaged: 84.1%, or 313 out of 372 students—a 2.5% increase from 2021-'22 (81.6% in 2021-'22). Maxwell School exceeds the typical average for students with disabilities: 18.8% (or 70 students), a 3.3% increase from 2021-'22 (15.5% in 2021-'22).
3. Our largest ethnic population is Hispanic students, who comprise 69.4% of the student body. The second largest group is White students, at 19.1%.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. On the California Dashboard, ELA is in Yellow (Medium), and Mathematics is in Orange (Low)—an increase of one level in ELA and maintaining for Mathematics.
2. Chronic absences have decreased from Red (Very High) to Yellow (Medium) on the Dashboard for the 2022-2023 school year, marking a two-level reduction within a single year.

3. The Dashboard indicates suspensions are at Orange (Medium High) for the 2022-23 school year, marking an increase from the previous year's yellow status, which recorded eight suspensions.

# School and Student Performance Data

## Academic Performance English Language Arts

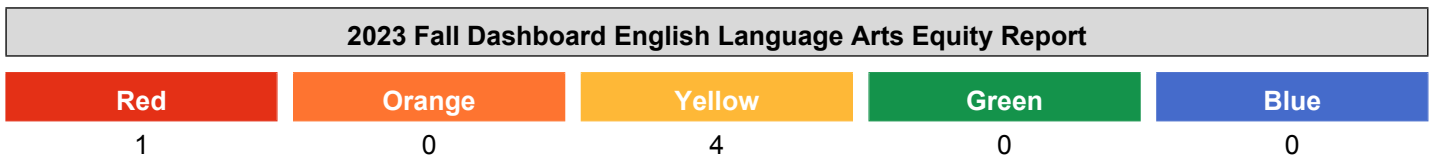
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>56.4 points below standard</p> <p>Increased +7.5 points</p> <p>190 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>56.5 points below standard</p> <p>Increased Significantly +17.8 points</p> <p>58 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>64.9 points below standard</p> <p>Increased +7.2 points</p> <p>164 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>137.1 points below standard</p> <p>Decreased -10.3 points</p> <p>55 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65 points below standard Increased +9.1 points  128 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students	 Yellow 37 points below standard Increased +5.2 points  45 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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.3 points below standard Increased Significantly +24.8 points  39 Students	6.7 points above standard Increased Significantly +35.8 points  19 Students	59.8 points below standard Maintained +2.3 points  126 Students

**Conclusions based on this data:**

- All subgroups achieved a "Medium" score in English Language Arts, with the exception of Students with Disabilities, who scored in the "Red" category. Collectively, all students improved to the yellow performance level (Medium) from the orange (Low), marking a 7.4-point increase to 56.4 points below the standard, up from 63.8 points below the standard.
- Three subpopulations facing significant challenges include Students with Disabilities, scoring very low at 137.1 points below the standard; English Learners, at a medium level, 56.5 points below the standard; and Socioeconomically Disadvantaged students, also at a medium level, 64.9 points below the standard. Reclassified English Learners are outperforming their English Learner counterparts by 6.7 points above the standard, in contrast to the latter's 87.3 points below the standard, and even surpassing their English Only peers, who are 59.8 points below the standard.
- In the 2022-2023 academic year, Maxwell reported data for two ethnic subgroups with a significant student population: Hispanic students, scoring 65 points below the standard, and White students, scoring 37 points below the standard.

# School and Student Performance Data

## Academic Performance Mathematics

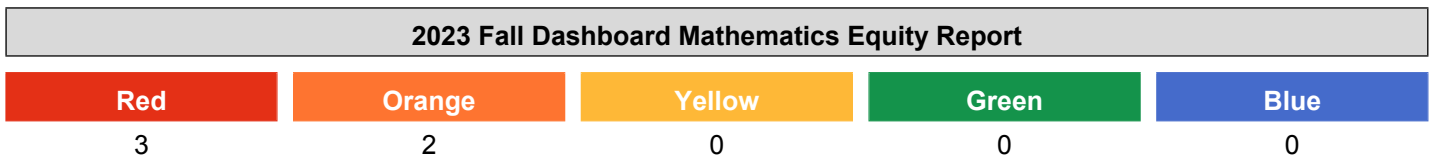
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.








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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 85.5 points below standard Decreased -11.1 points 188 Students	<p><b>English Learners</b></p>  Red 99 points below standard Decreased -10.1 points 58 Students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p> <p>Less than 11 Students 0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 93.4 points below standard Decreased -10.8 points 162 Students	<p><b>Students with Disabilities</b></p>  Red 152.3 points below standard Decreased Significantly -18.2 points 53 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 96.1 points below standard Decreased -11.3 points  127 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students	 Orange 59.8 points below standard Decreased -9.2 points  44 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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.3 points below standard Maintained -2.3 points  39 Students	53.2 points below standard Maintained -0.3 points  19 Students	81.4 points below standard Decreased -12.8 points  124 Students

#### Conclusions based on this data:

1. All subgroups were rated as "Low" or "Very Low" in Mathematics. Collectively, the students fell into the orange (Low) performance level, which is 85.5 points below the standard.
2. Three subpopulations facing the greatest challenges are Students with Disabilities, scoring very low at 152.3 points below the standard; English Learners, low at 99 points below the standard; and Socioeconomically Disadvantaged, also low at 93.4 points below the standard. Reclassified English Learners are outperforming their current English Learner counterparts, being only 53.2 points below the standard compared to 121.3 points below and are also doing better than their English Only peers, who are 81.4 points below the standard. This trend aligns with ELA performance.
3. In the 2022-2023 period, Maxwell reported data for two ethnic subgroups with a significant student population: Hispanic students, scoring very low at 96.1 points below the standard, and White students, categorized as low at 59.8 points below the standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

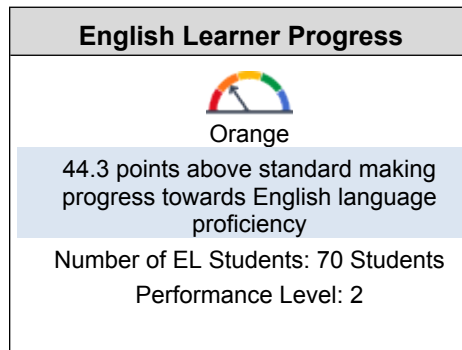
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

### 2023 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.

### 2023 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
17	22	1	30

#### Conclusions based on this data:

- 44.3% of our English Learners have shown progress in acquiring English language proficiency, which keeps them in the "low" performance level category. This represents a 7% decline from the 2021-2022 period, where 51.1% were making progress towards proficiency.
- In the 2022-2023 academic year, thirty students advanced by at least one level on the English Learner Performance Index (ELPI), while seventeen students experienced a decrease by one level.
- Twenty-two students remained at ELPI Levels 1-3H, while one stayed at Level 4. Thirty students advanced at least one level. The fact that 53 out of 70 students either sustained their level or improved is a testament to the effective instruction in the classroom and the proficiency of our EL Specialist.

# School and Student Performance Data

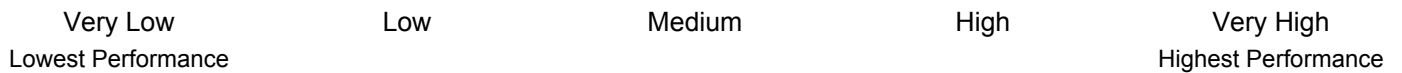
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

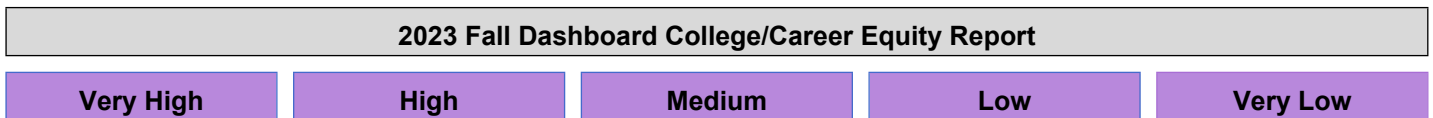
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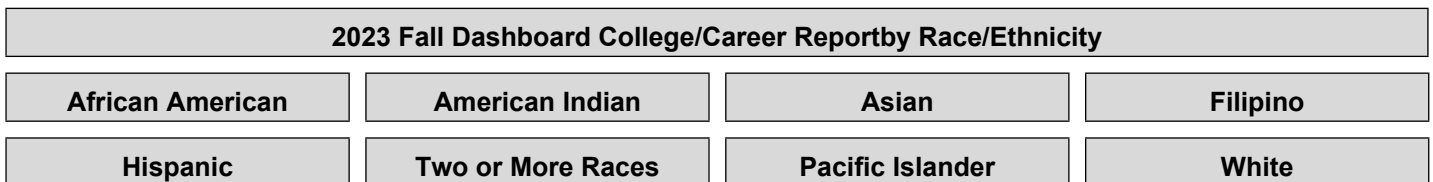
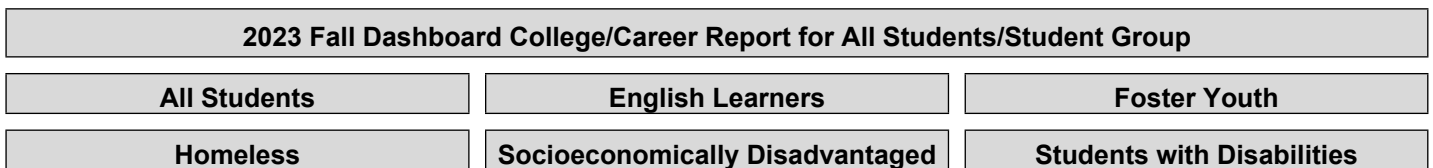
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



**Conclusions based on this data:**

- 1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

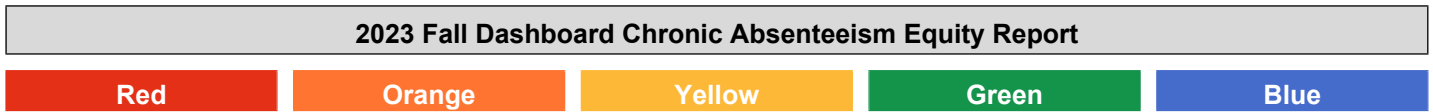
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 36.9% Chronically Absent Declined Significantly -4.9 388 Students	<b>English Learners</b>  Orange 35% Chronically Absent Declined -2.9 100 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 38.8% Chronically Absent Declined Significantly -6.4 325 Students	<b>Students with Disabilities</b>  Orange 47.2% Chronically Absent Declined -2.8 89 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  8 Students	Less than 11 Students  1 Student	28.6% Chronically Absent  Increased 9.8  14 Students	Less than 11 Students  2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 39.6% Chronically Absent Declined Significantly -5.8  268 Students	35.3% Chronically Absent  Declined -23.8  17 Students	Less than 11 Students  1 Student	 Red 31.2% Chronically Absent Increased 5.1  77 Students

**Conclusions based on this data:**

1. During the 2022-2023 school year, the rate of Chronic Absenteeism was 36.9% (Medium), marking a significant decrease of 4.9%.
2. Students with Disabilities have the highest chronic absenteeism rate at 47.2%, followed by Socioeconomically Disadvantaged students at 38.8%, and English Learners at 35%. English Learners and Students with Disabilities fall into the "high" category of absenteeism, whereas Socioeconomically Disadvantaged students are categorized as "medium."
3. The ethnic breakdown of chronically absent students, ranked by impact, is as follows: Hispanic (39.6%), Two or More Races (35.3%), Asian (28.6%), and White (26%). While all groups saw a decline, the absentee rate among Asian students rose by 9.8%.

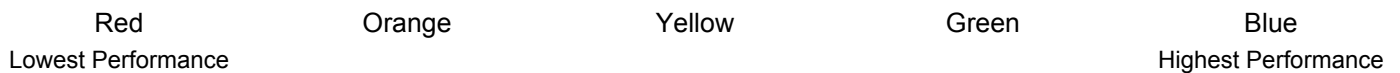
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

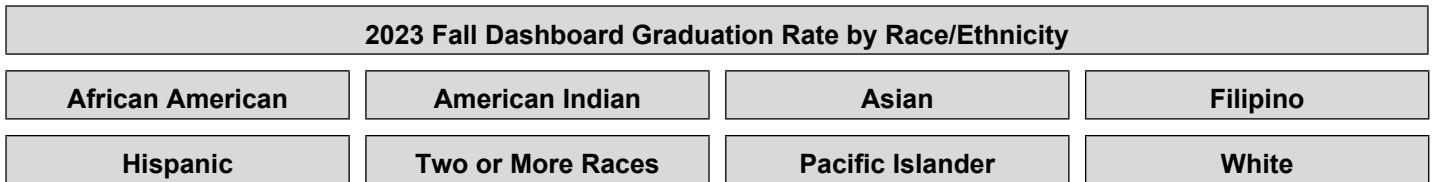
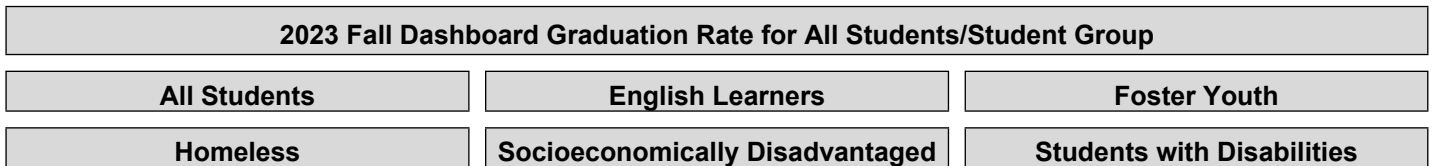
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

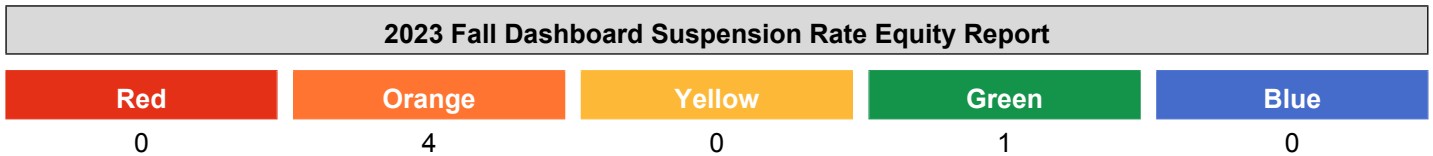
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>3.5% suspended at least one day</p> <p>Increased 1.1 397 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 0.6 101 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 1.9 331 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Maintained -0.2 94 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 8 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 14 Students	Less than 11 Students 2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 2.6% suspended at least one day Increased 0.5 274 Students	21.1% suspended at least one day Increased 16.5 19 Students	Less than 11 Students 1 Student	 Green 2.6% suspended at least one day Declined -1.4 78 Students

**Conclusions based on this data:**

1. The total suspension rate for the Fall 2022-2023 school year rose by 1.9%, with 3.6% of students suspended, which is considered a high range.
2. Subpopulations that experience high suspension rates include Students with Disabilities at 5.3%, English Learners at 4%, and Socioeconomically Disadvantaged students at 3.6%, which is slightly higher than the overall student rate of 3.5%.
3. The suspension rate for White students is low at 2.6% (78 students), while the suspension rate for Hispanic students is high, also at 2.6% but representing 274 students.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Educators understand the transformative impact of the arts on youth. They are aware that students' continuous involvement with enriching, high-quality artistic experiences cultivate crucial skills and viewpoints, such as problem-solving, idea expression, creativity enhancement, and persistence towards excellence. There is a universal necessity to introduce our students to a variety of concepts and ideas to prepare them for higher education or careers, as well as to encourage them to take responsibility for their own learning.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of students who participate in VAPA (Visual and Performing Arts).</p>	<p>2020-'21 Data: During the 2020-2021 school year, 5th and 6th-grade students totaling 20 participated in the music program. In the 2019-2020 school year, (95) 4th, 5th, and 6th-grade students participated in the music program.</p> <p>2021-'22 Data: Band and Strings participation rate totaled 74 students, 19% of the population. Visual and Performing Arts in the classroom occurred throughout the year for all 380 students. Afterschool clubs with students' participation was 28% of the student body; Art Club (75 students K-6th participation) Choir 35 students K-6</p> <p>2022-'23 Baseline: After School 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</p> <p>2023-'24 Outcome: 43 in Strings 21 in Band = 65 Choir: 58 sign ups 41 regular attendance = 106 students 28% of student body</p>	<p>Provide After School clubs to increase participation by 2% from 28% to 30% in the 2024-'25 school year.</p>
<p>Number of assemblies offered annually.</p>	<p>2020-'21 Data: Not a metric on 2021 SPSA.</p> <p>2021-'22 Data: Due to COVID and the pandemic, we have not had any schoolwide gatherings for the last two years.</p> <p>2022-'23 Baseline: Provided four assemblies- WHS Band Performance for 3rd-6th, Eco Hero</p>	<p>Provide at least one assembly for the entire student body appropriate for TK-3rd and 4th - 6th-grade level.</p>

	<p>Assembly, Woodland Reads Author Day, and Reptile Ron for TK-6th.</p> <p>2023-'24 Outcome:          Provided five assemblies: Mobile Dairy Farm, WHS Band Performance for 4th-6th, Elks Reading Contest Assembly, Eco Hero Assembly, State Testing Motivational Basketball Assembly</p>	
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**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p><b>1.1</b></p>	<p>(All strategies marked with an * are specific to meeting the needs of Students with Disabilities. All strategies marked with ** are specific to English Language Learners. *** Indicates activities that support both groups )</p> <p>We will offer multiple enrichment activities for all students to discover their interests and strengths. These could include opportunities for students to join a club, classroom activities during the day, participation in the music program, and assemblies.</p> <p>Provide Fall and Spring after-school 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.</p> <p>Schedule at least three assemblies, including author day, which will include the entire school of 380 students.</p> <p>Provide multiple enrichment activities for students, including (but not limited to) Cross Country (50 students), Choir (35-40 students), and Music (Band and strings, 90-100 students).          Provide themed activities during the school day, such as Harry Potter Day/Week.          Provide materials and supplies to support visual and performing arts in the classroom.          Provide an enrichment assembly to support students' interests and strengths, including (but not limited to) Author assembly, SEL, Motivation, Academic, and others.          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 and curricular support for VAPA in the classroom.</p>	<p>All student groups with an emphasis on Students with Disabilities and English Learners.</p>	<p>2500          Title I Part A: Basic Grants Low-Income and Neglected</p> <p>11100          Supplemental/Concentration</p>

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We executed the plan we had outlined, making only minimal exceptions. The existing after-school choir was complemented by a new club focused on nature journaling, providing more variety to boost student participation. Although the Expanding Minds after-school program has attracted more students, attendance at enrichment activities has declined. Nevertheless, we persist in supporting the daytime music programs and continue to provide various assemblies, all linked to educational and curricular themes.

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

We are modifying our year-long "Harry Potter House" themed activity to a week-long event, celebrating the completion of state testing by encompassing all facets of school life, from academics to PE, and PBIS/SEL activities. Furthermore, we continue to face challenges in securing a Cross Country coach in time for Maxwell students to join.

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 are not making any major changes to any of the above as all of our groups have parity with the general population in goal one.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continuous growth in Mathematics and English Language Arts is necessary. Students with Disabilities face an equity gap in these subjects and are disproportionately represented in absenteeism and suspension.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Performance level on ELA (English Language Arts) and Math Academic Indicator.</p>	<p>2020-'21: Maxwell is Orange on the California School Dashboard for ELA and Yellow for Math.</p> <p>2021-'22 Data: Maxwell is Orange on the California School Dashboard for ELA and Yellow for Math.</p> <p>2022-'23 Baseline: Reading: Maxwell scored Low (63.8% below standard) in ELA (Orange). Math: Maxwell scored Low (74.4% below standard) in math (Orange).</p> <p>2023-'24 Outcome: Reading: Medium (56.4 points below standard) in ELA = Yellow Math: Low (85.5 points below standard)= Orange</p> <p>Targeted population data: Students with Disabilities- Red (Very Low) in ELA, Red (Very Low) in Math English Language Learners- Red (Very Low) in Math</p>	<p>Maxwell will maintain performance on the California School Dashboard in Yellow (Medium) for ELA and increase performance to Yellow (Medium) for Math.</p> <p>For Targeted populations: For Students with Disabilities- Increase to Orange (Medium) in ELA and Math For English Language Learners- Increase to Orange (Medium) in Math</p>
<p>Performance level on English Learner Progress Indicator (ELPI).</p>	<p>2020-'21: 51.1% of EL students are making progress towards English proficiency.</p> <p>2021-'22 Data: 51.1% of EL students are making progress towards English proficiency</p> <p>2022-'23 Baseline: 51.3% of ELLs are progressing towards English language proficiency based on the 2022 CA. Dashboard. Medium performance level category.</p> <p>2023-'24 Outcome: 44.3% of ELLs are making progress toward proficiency. Performance band Orange (Low).</p>	<p>Increase the percentage of ELLs progressing to proficiency to at least 45% to the next performance band Yellow (Medium).</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA).</p>	<p>2020-'21: Looking at overall achievement in English Language Arts, 68.05% of our students exceeded, met, or nearly met the standard, while 31.94% did not meet the standards. Within the four</p>	<p>Maintain the percentage of students that exceeded, met, or nearly met the standard at 55% or above in ELA.</p>

	<p>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.</p> <p>2021-'22 Data: Looking at overall achievement in English Language Arts, 68.05% of our students exceeded, met, or nearly met the standard, while 31.94% 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.</p> <p>2022-'23 Baseline: In ELA, 47.78% exceeded, met, or nearly met the standard in 2021-'22.</p> <p>2023-'24 Outcome: In English Language Arts (ELA), 55.89% of our students exceeded, met, or nearly met the standard.</p>	
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.</p>	<p>2020-'21: Data unavailable</p> <p>2021-'22 Data: Data unavailable</p> <p>2022-'23 Baseline: In Mathematics 47.04% exceeded, met or nearly the standard in 2021-'22.</p> <p>2023-'24 Outcome: In Mathematics, 42.08% of our students exceeded, met, or nearly met the standard in 2022-'23.</p>	<p>Raise the percentage of students that exceeded, met, or nearly met the standard by 2.92% to 45% in Mathematics.</p>
<p>Percentage and number of students who are chronically absent.</p>	<p>2020-'21: As a whole, Maxwell had a significant increase in our Chronic Absenteeism with a +5.6 point from the standard and 17% chronically absent.</p> <p>2021-'22 Data: 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>Decrease the Chronic Absentee rate by 1.9%% to 35%.</p> <p>For Targeted population: Decrease Chronic Absenteeism in White Students to Orange (Low).</p>

	<p>2022-'23 Baseline: In 2021-'22 school year, Chronic Absenteeism was at 41.8% (Very High).</p> <p>2023-'24 Outcome: In 2023-'24 school year, Chronic Absentee was at 36.9% (Medium)</p> <p>Targeted Population Data: White students: Red (Very Low)</p>	
<p>Student sense of safety and school connectedness.</p>	<p>2020-'21: Based on the Healthy Kids survey, 63% of 5th-grade students indicated they felt safe and connected to the school most and all the time, while 37% felt safe some of the time or not at all.</p> <p>2021-'22 Data: 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. Most questions are phrased to indicate 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 get help, can find someone to help them, and can problem-solve independently.</p> <p>Parent involvement in schooling: 81% of the students indicated that their parents care about their schoolwork grades and monitor 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%) responded all or most of the time. Wellness: females (85%) and males (92%) responded all or most of the time Peer Support: 76% of the students indicated they have a friend who really cares, helps, and will listen to problems.</p> <p>2022-'23 Baseline: 51% of 5th Grade Maxwell students participated.</p>	<p>Increase participation in the California Healthy Kids Survey by 4% to 55%. Increase respondents reporting "Caring Adults in School" from 5% to 75%. Increase respondents reporting "Parent Involvement in Schooling" from 3% to 70%. Decrease respondents reporting "Frequent Sadness" by 6% to 20%. Increase respondents reporting "Wellness" from 3% to 55%.</p>



	<p>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.”</p> <p>2023-'24 Outcome:  Student Participation: 51%  Caring Adults- 70%  Parent Involvement in Schooling: 67%  Frequent Sadness: 26%  Wellness: 52%</p>	
<p>Suspension Rate.</p>	<p>2020-'21:  The overall suspension rate for the Fall 2019 school year declined significantly by 2.8% with only 1.2% of students suspended. Compared to the previous year in 2017-2018, our suspension rate was 1.8%</p> <p>2021-'22 Data:  The overall suspension rate for the 2020-2021 school year was 0% during virtual learning. The previous year, students suspensions were at 1.2%.</p> <p>2022-'23 Baseline:  Fall 2021-'22 school year was 2.4%.</p> <p>2023-'24 Outcome:  3.5% suspended at least one day.  Orange (High)</p>	<p>Decrease the suspension rate by 5% to 3%.</p>
<p>Parent/family satisfaction on Healthy Kids Survey, on key indicators.</p>	<p>2020-'21:  In 2018-2019, parents attended a parent/teacher conference 93% of the time and only participated in a parent/teacher organization meeting 55% of the time. Parents indicated that 61% felt that harassment and bullying were not a problem or a minor problem, while 28% said somewhat a problem to a significant problem.</p> <p>2021-'22 Data:  For the 2020-2021, there is no parent data for a baseline.</p> <p>2022-'23 Baseline:  There is no baseline data from 2021-'22.</p> <p>2023-'24 Outcome:  The baseline was established with 43 CHKS respondents and nine internal Parent Satisfaction Survey responses.</p>	<p>Increase parent respondents to at least 50 parents on the CHKS and 20 responses to the internal Parent Satisfaction Survey.</p>

<p>Percentage of students who reach growth targets on iReady in Reading and Math (elementary only).</p>	<p>2020-'21: The 19-20 School Plan goal was to increase 10% on IReady ELA and math. Winter last year to winter this year.</p> <p>I-ready ELA 2018 to I-ready ELA 2019 37% typical growth 20% typical growth I-ready Math 2018 to I-ready Math 2019: 20% typical growth 21% typical growth</p> <p>2021-'22 Data: 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%.</p> <p>2022-'23 Baseline: Results of 2022-'23 Fall Assessment: ELA: 60% of Progress Towards Typical Growth Math: 39% of Progress Towards Typical Growth</p> <p>2023-'24 Outcome: Reading: 54% making Progress Towards Typical Growth in ELA Math: 39% making Progress Towards Typical Growth Students with Disabilities: 31% progress in Math ELLs: 39% progress in ELA</p>	<p>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.</p> <p>For Targeted populations: For Students with Disabilities- Increase progress toward proficiency to 35% in Math For English Language Learners- Increase progress towards proficiency to 43% in ELA</p>
<p>Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation</p>	<p>2023-'24 Baseline: Obtained from 4/24 Staff Survey</p> <p>TOTAL AVG: 8.17</p>	<p>The goal is to continue implementation and increase self-rating to "7" or above through addressing the three areas of improvement: Continued work on unpacking of standards and creation and institution of common formative assessments, and more robust implementation of integrated classroom-based interventions.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas. (All strategies marked with an * are specific to meeting the needs of Students with Disabilities. All strategies marked with ** are specific to English	All student groups with an emphasis on Students with Disabilities and English Learners.	48700 Title I Part A: Basic Grants Low-Income and Neglected

<p>Language Learners. *** Indicates activities that support both groups )</p> <p>To support that growth, Maxwell will:  Conduct data chats with students at the beginning of the year and the end of each trimester through journals, data folders, individual student tracking sheets, and/or classroom data walls.</p> <p>Create grade-level and school-wide academic goals. Communicate those goals to all educational partners and provide 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>Additional discrete activities to support Goal 2:</p> <ul style="list-style-type: none"> <li>• Goal setting and self-monitoring of academic progress: i-Ready, Accelerated Reading, Attendance</li> <li>• Staff Development / Professional Development / Trainers: Professional Learning Communities (PLC), Mathematical Practices, ELA: reading and writing, Social-Emotional Learning, ***UDL, ***Differentiation **EL Roadmap, **ACE OLE, online conferences.</li> <li>• Common Agreements for Academics (Quality First Instruction, iReady, pacing guides, supplemental Curriculum)</li> <li>• Staff Meetings (Focus on PLCs to improve instruction and student outcomes- with discrete activities to support *SPED students as well as **ELLs)</li> <li>• Grade level PLC (Professional Learning Community) time.</li> <li>• School-wide Common Agreements (iReady, school-wide approach to word problems, the use of manipulatives, conferences with students, and goal setting, data monitoring, and more).</li> <li>• Release time for peer observations and subsequent academic planning</li> <li>• 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.</li> <li>• Provide opportunities for Common Planning Time</li> <li>• Academic Conferences, Sub/Release Time, Observations, Student Goal Planning, and Student Monitoring and Planning</li> </ul> <p>***Before and/or after-school Intervention support</p>		<p>35735  Supplemental/Concentration</p>
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	<ul style="list-style-type: none"> <li>• Office supplies and equipment to support academic growth and parent involvement</li> </ul> <p>***Educational software to support student academic growth</p> <p>**Support parent advisory groups with translation, daycare, and light snacks</p> <p>**Support parents' connections to access technology through materials, training, and support</p> <p>***Power Hour to support intervention support for students</p> <p>***Purchase Renaissance Reading and Math supplemental curriculum.</p> <p>All students will benefit from our work refining Tier II and Tier III support through our Positive Behavior Interventions and Supports (PBIS), which address behavior, attendance, and academic needs. Through a robust support system, we will decrease behavior and chronic absences and increase student safety and school connectedness. Academic support will increase our number of students achieving grade level and above in ELA and Mathematics.</p> <ul style="list-style-type: none"> <li>• Common Agreements for Academics, RTI (Response to Intervention), Targeted Instruction, iReady</li> </ul> <p>***RTI - Math / ELA (English Language Arts) RTI model for instruction/intervention</p> <p>***Response to Intervention Support with the teacher having common planning time after school for up to two hours per month</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Weekly Wellness Team Meetings that encompass academics (with referrals to SSTs), behavior (to support PBIS efforts and identify Patterns and Areas of Need, attendance (with referrals to SART/SARB), and SEL (with Tier II/Counseling referrals as well as Tier III referrals/Social Worker support)</li> <li>• Incentive Programs include reading contests, attendance contests, spirit points, class competitions, whole school competitions (drives), etc.</li> </ul> <p>***Academic Conferences/Assessment Data</p> <p>***SSTs (Student Study Teams), 504s</p> <p>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</p>		
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	<p>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.</p> <ul style="list-style-type: none"> <li>• Monthly student incentives include but are not limited to pencils, stickers, rewards for Braggin’ Dragons, RTI, pizza/popcorn snack parties, and more</li> <li>• Regular recognition certificates.</li> <li>• Student Safety and communication supplies, materials, and equipment.</li> <li>• PBIS supplies, staff stipends, subs, and more to support student attendance</li> <li>• SEL Supplies, including fidgets, flexible seating, and support literature for teacher</li> </ul>		
<p><b>2.2</b></p>	<p>We will increase the communication, involvement, and engagement of parents in our various committees and school-wide events through various mediums.</p> <p>Communication:</p> <ul style="list-style-type: none"> <li>• All calls through Parent Square are done in multiple languages to communicate clearly and consistently.</li> <li>• Newsletter and flyers in multiple languages to reinforce our Parent Square calls</li> <li>• Website information and calendar provided in multiple languages</li> </ul> <p>Activities to include but are not limited to these specific events:</p> <ul style="list-style-type: none"> <li>• La Posada/Winter Choir Concert</li> <li>• Annual Carnival</li> <li>• Trunk or Treat</li> <li>• Back To School Night</li> <li>• PTA (Parent-Teacher Association)</li> <li>• School Site Council</li> <li>• ELAC - English Language Arts Committee</li> <li>• Parent Volunteers</li> <li>• Administer Parent Survey, CHKS (CA Healthy Kids Survey)</li> <li>• Open House</li> </ul> <p>&gt;&gt; Materials, supplies, and equipment to support communication with parents, including but not limited to speakers, stands, lights, and more.  &gt;&gt;Materials and supplies to support any Family Night Activities (Game Night, Science Night, Movie Night, ELAC, SSC, PTA, and more)  &gt;&gt;Parent Liaison support  &gt;&gt; Material, supplies, light snacks, and childcare</p>	<p>All student groups with an emphasis on Students with Disabilities and English Learners.</p>	<p>500.00 Supplemental/Concentration</p>

	for any parent activities and other supplies as needed for the activity's success.		
2.3			
2.4			

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Last year's strong collaborative teams, along with additional time allocated for planning, norming, and intervention, have been crucial to achieving Goal 2. The SPSA resources reserved for the 2022-2023 school year enabled more teachers to engage in after-school intervention practices and further collaboration. Efforts by the wellness team and the "Every.Day.Counts" attendance campaign, which increased communication about attendance, were significantly beneficial. However, discipline issues arose mainly from students with special needs not receiving proper services/supports and a lack of support personnel to preemptively address altercations. Teachers and staff cite paid collaboration/intervention time, collaboratively established classroom expectations, wellness team/Tier II meetings, case management, the hiring of additional support staff (including two more noon-duty personnel), and targeted work on iReady data as key activities.

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

An amendment was processed by the SSC to reallocate funds from the PD line of Goal 2 to that of Goal 3, with the aim of increasing the number of staff attending the annual CA Association of Bilingual Educators conference. We plan to adjust the PD funds to ensure a continued increase in the delegation to CABA; this year we sent two members, and for the next year, we are budgeting for at least four staff members and one parent, or any combination totaling five.

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 integrate RSP providers into grade-level PLTs (1-2 weeks ahead model) and continue work on the percentages to emphasize the push-in model over pull-out (when appropriate)—Re-invest in data chats in every grade level. Investigate creating PLPs using iReady data before the school year starts—Continue the ELOP partnership to provide intervention to intermediate students beyond what teachers offer. Consider hiring work/study tutors for intervention. Add PBIS/SEL Assembly to kick off school expectations and other Dragon Way activities. Change Site Leadership to a paid opportunity as opposed to an Adjunct Duty.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maxwell's enrollment in 2022-'23 was 372 students, the largest population being our Hispanic-Latino group, which made up 69.35% of our student population. 26.1% of our total population were considered English Learners (EL). 44.3% of our English Learners are progressing towards English language proficiency, which is in the "low" performance level category. Twenty-two students maintained ELPI levels 1-3H, and one maintained level 4. Thirty students progressed at least one level. With just under half of students making progress, support of ELLs is a priority at Maxwell, and we must continue to commit to serving this important subgroup.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	<p>2020-'21 Data: 21.9% of English Learners were reclassified in 2019-2020.</p> <p>2021-'22 Data: 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 no longer needs an additional support class. The student's progress is monitored for two years after reclassification to ensure academic success.</p> <p>2022-'23 Baseline: 16 reclassified/112 total EL = 14%</p> <p>2023-'24 Outcome: 13 students reclassified = 12.6%</p>	Increase our RFEP rate by 2.4% to above 15% overall.
English Learner Progress Indicator (ELPI)	<p>2020-'21 Data: 51.1% of our English Learner students are progressing towards English language proficiency, which puts the school in the medium performance level category.</p> <p>2021-'22 Data: 51.1% of our English Learner students are progressing towards English language proficiency based on the 2019 data from the CA. Dashboard, which puts the school in the medium performance level category.</p> <p>2022-'23 Baseline: 51.3% of ELLs are progressing towards English language proficiency based on the 2022 CA. Dashboard. "Medium" performance level category.</p> <p>2023-'24 Outcome: 44.3% of ELLs are progressing towards English language proficiency based on the 2023 CA. Dashboard. "Low" performance level category.</p>	Increase the percentage of ELLs progressing to proficiency by at least 45% to the next performance band, Yellow (Medium).
Improve the school's rating of the English Learner Roadmap Principle 1 on the self-assessment.	<p>2020-'21 Data: These rating scores were obtained when a team from Maxwell attended a needs assessment meeting. The team was introduced to the California English Learner Roadmap, Principal 1: Assets-Oriented and Needs-</p>	Increase each sub-component by .5 and the average in Principle 1 to 3.



	<p>Responsive Schools, and ranked each of the following areas from 0 to 4.  2.5 - Language and cultures are assets  2.0 - No single EL profile  3.0 - School climate is affirming, inclusive, safe  3.0 - Strong family and school partnership  2.5 - Supporting English Learners with disabilities.</p> <p>2021-'22 Data:  These rating scores were obtained through a survey of staff at Maxwell in March 2022.  2.5 - Language and cultures are assets  2.0 - No single English Learner profile  2.5 - School climate is affirming, inclusive, safe  2.0 - Strong family and school partnership  2.0 - Supporting English Learners with disabilities.</p> <p>2022-'23 Baseline:  Principle 1: Assets Oriented Approach  A: 2  B: 3  C: 3  D: 2  E: 2  Principle 1 AVG: 2.4</p> <p>2023-'24 Outcome:  Principle 1-  A: 3  B: 2.5  C: 3  D: 2  E: 2  Principle 1 AVG:  2.5</p>	
<p>Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)</p>	<p>2020-'21 Data:  53% of ELLs reaching typical growth on the mid-year assessment in ELA  46% of ELLs reaching typical growth on the mid-year assessment in Mathematics</p> <p>2021-'22 Data:  39% of ELLs reaching typical growth on the mid-year assessment in ELA  31% of ELLs reaching typical growth on the mid-year assessment in Mathematics</p> <p>2022-'23 Baseline:  61% of ELLs reaching typical growth on the mid-year assessment in ELA</p>	<p>Increase the percentage of ELLs meeting typical growth on the mid-year assessment in ELA to 50%.  Increase the percent of ELLs reaching typical growth on the mid-year assessment in Mathematics to 55%</p>

	<p>29% of ELLs reaching typical growth on the mid-year assessment in Mathematics</p> <p>2023-'24 Outcome: 47.67% of ELLs meeting Typical Growth in ELA 51.33% of ELLs meeting Typical Growth in Math</p>	
<p>Improve the school's rating of the English Learner Roadmap Principle 2 on the self-assessment.</p>	<p>2020-'21 Data: No data available.</p> <p>2021-'22 Data: No data available.</p> <p>2022-'23 Baseline: Principle 2: Quality of Instruction and Access A: 3 B: 2.5 C: 3 D: 3 E: 3 F: 3 G: 2 Principle 2 AVG: 2.8</p> <p>2023-'24 Outcome: Principle 2- A: 3 B: 3 C: 3 D: 3 E: 3 F: 2 G: 2.5 Principle 2 AVG: 2.8</p>	<p>Increase each sub-component by .5 and the average in Principle 2 to 3.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Provide quality first instruction in math and ELA for all students to reach growth targets in these areas. (All strategies marked with an * are specific to meeting the needs of Students with Disabilities. All strategies marked with ** are specific to English Language Learners. *** Indicates activities that support both groups ) Maxwell's staff utilized data-based instructional strategies 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 were also provided.</p>	English Learners (EL)	<p>1541.00 Supplemental/Concentration</p> <p>3400.00 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>735.00 Title I Part A: Parent Involvement</p>

<p>Below are the strategies used to support our students:</p> <ul style="list-style-type: none"> <li>*Goal Setting and Data Chats</li> <li>*Strong Understanding of Reclassification Benchmarks by All Stakeholders (student, teacher, parent)</li> <li>*Emphasizing Academic Language During Integrated and Designated English Language Development</li> <li>*Using Listening and Speaking Skills Before Writing and Reading</li> <li>*Focus on reading and writing school-wide for our English Learner students</li> <li>*Newcomer group (If numbers support a group)</li> <li>*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.</li> <li>*Response to Intervention Tier II Support</li> <li>*Utilize a "Power Hour"/and "WIN" (What I Need) Time to support all students in English Language Development (ELD)/ academic language development (ALD)</li> <li>*Provide Staff Development and collaboration time to analyze data and determine strategies for increased student achievement, focusing on meeting our EL populations' needs. EL (English Learner Specialist) will model lessons and collaborate with staff in planning and implementing research-based instructional strategies for integrated ELD (English Language Development) in content areas and provide professional development.</li> <li>*Provide opportunities for the EL Specialist and teacher/ELAC Members to attend PD/Conferences on EL Strategies</li> <li>*Integrate strategies obtained through EL Rise/OLE training into regular practice and collaboration time</li> <li>*Provide support for EL Parent Nights</li> <li>*Utilize EL Specialist's expertise during Academic Conferencing to plan interventions for EL Students in ELA and Mathematics</li> <li>* Continue implementation of EL Specialist coaching practices to support ELLs in the gen. ed. setting</li> <li>*Apply PLC Data Analysis Protocols to significant subgroups (ELLs)</li> </ul>		
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# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Primary teachers are in year two of ABC OLE, so significant results have yet to trickle into students tested in 3rd-6th. Teachers have unevenly applied learnings from EL RISE PD- some are further along than others- so we are getting mixed results. ABC OLE and EL RISE PD have provided multiple best practices that teachers are integrating into their regular work—strong participation of a small but loyal group of families in ELAC. Learnings from the EL Specialist plus staff and parents at CAFE will be important moving forward. Identifying ELLs in all data reviews, academic conferencing, and intervention practices has been instrumental in supporting those students' curricula through intervention.

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

The "Power Hour"/"WIN Time" model of intervention has yet to be implemented. We were able to send two staff members to CAFE this year, compared to only one (an EL Specialist) last year.

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 be sending additional staff (the principal, up to two teachers, and a family member) to CAFE next year to increase the impact of that conference's content on the student body. We will need to add additional days to the EL Specialist schedule to support ELPAC testing to maximize student success. Metrics: reclassification rate, CAASPP/iReady Scores, ELPI.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Healthy Kids survey in 2022-'23, 70% of respondents reported "Caring Adults in School," 67% reported "Parent Involvement in Schooling," 26% reported "Frequent Sadness," and 52% reported "Wellness," with 51% of 5th Grade Maxwell students participating. In the Fall 2023 SAEBERS Universal Behavior Screener, teacher and students K-6: Low risk: 51%, Some risk: 13%, and High risk: 35%.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	<p>2020-'21: Maxwell partnered with the Farm to Fork organization, United Way, Yolo County Library, Woodland Police Department, and various other groups.</p> <p>2021-'22 Data: Maxwell partnered with over 16 community and other programs that provided students with opportunities for engagement.</p> <p>2022-'23 Baseline: Thirteen Identified Partnerships maintained and/or established.</p> <p>2023-'24 Outcome: Eighteen Identified Partnerships maintained and/or established.</p>	Maxwell will maintain partnerships with 15 or above community and other programs to provide opportunities for student engagement.
Number of extracurricular and co-curricular programs offered	2020-'21: Due to the COVID-19 pandemic, our extracurricular programs were limited	Offer at least one Fall and Spring extracurricular program.

	<p>this year. During the 2019-2020 school year, there were four programs offered.</p> <p>2021-'22 Data: Due to the COVID-19 pandemic, our extracurricular programs were limited. Maxwell provided 4 programs of recess and after-school clubs to support students' needs.</p> <p>2022-'23 Baseline: One program in the Fall (Choir) and two in the spring (Choir and TK/K Art Club)</p> <p>2023-'24 Outcome: Two programs in the Fall (Choir and Nature Journaling) and three in the Spring (Choir, Nature Journaling, and Art Club)</p>	
<p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys</p>	<p>2020-'21: A 5th and 6th grade class participated in a survey providing input to the SPSA. 43 students replied.</p> <p>2021-'22 Data: Two surveys (Fall and Spring) were completed by our 1st-6th-grade students in the 2021-2022 school year. The survey consisted of academic areas, SEL, and school improvement. The data provided information to help shape our practices.</p> <p>2022-'23 Baseline: Two surveys were completed: the Systemic Equity Review survey (approximately 50% of students participated) in the Fall and the Youth Advisory Committee survey in the Spring.</p> <p>2023-'24 Outcome: Implemented Fall Safety Survey- 172 3rd-6th grade students participated - 86% participation, Spring YAC Survey</p>	<p>Continue to offer two surveys over the school year with at least 50% student participation.</p>
<p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</p>	<p>2020-'21: During 2020-2021, 43 students, or 10% of students, provided input into the development of the SPSA through class and small group discussions. Student demographics: 23 female students, 20 male students, 30 Latinx students, 10 English Learner students, 6 students with IEPs, and 12 reclassified English Learners.</p> <p>2021-'22 Data:</p>	<p>Continue to participate in YAC activities over the school year with appropriate demographic participation.</p>

	<p>During the 2021-2022 school year, approximately 80% of our 1st-6th grade students participated in a Fall survey 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.</p> <p>2022-'23 Baseline: Youth Advisory Council met to provide SPSA guidance and feedback. 8 students participated regularly. The group is comprised of 4 English Language Learners, 2 Low Performing students, and 1 student receiving Special Education services. There are Equal numbers of boys and girls, and the 4th-6th grades are represented. All 8 students are demographically representative of the ethnic diversity at Maxwell.</p> <p>2023-'24 Outcome: Youth Advisory Council met to provide SPSA guidance and feedback. 8 students participated regularly. The group comprises 4 English Language Learners, 2 Low Performing students, and 1 student receiving Special Education services. Equal numbers of boys and girls and the 4th-6th grades are represented. All 8 students are demographically representative of the ethnic diversity at Maxwell.</p>	
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>(All strategies marked with an * are specific to meeting the needs of Students with Disabilities. All strategies marked with ** are specific to English Language Learners. *** Indicates activities that support both groups )</p> <p>Build into the yearly calendar opportunities for students to participate in meaningful engagement and leadership through the following activities that may include:</p> <p>**Student Senate **Trimester Goal Setting for students **Conflict Managers</p>	All student groups with an emphasis on Students with Disabilities and English Learners.	<p>1000.00 Supplemental/Concentration</p> <p>700.00 Title I Part A: Basic Grants Low-Income and Neglected</p>

	<p>**Mentors / Role Models in primary classrooms - Ambassadors</p> <p>**Reading Buddies - all grade levels - quarterly</p> <p>**Youth Advisory Council/Student Action Team</p> <p>**Student of the Week</p> <p>**Student Run After School Clubs</p> <p>Field Trips, guest speakers, and presentations are not limited to but could include:</p> <p>*Walking (or bus transportation) to local businesses representing career paths.</p> <p>*Guest speakers to visit classrooms, both speakers who are in professions that are based on college degrees as well as career technical education</p> <p>*Career exploration- invite guests to share their career paths, successes, and struggles to achieve their goals.</p> <p>*Visit WHS (Woodland High School) to see Ag in Action and their greenhouse.</p> <p>Funds will be used for salary, planning, student activities, materials, assemblies, equipment, and other needed items to support the success of this goal.</p>		
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## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Surveys have shown a strong response to safety efforts over the last two years. By and large, students feel safe at Maxwell. We continue to utilize the student body and Youth Advisory Council as important groups that shape practice and funding. The YAC has made much progress on its service project of an "Alternative to Recess" program. YAC, conflict managers, buddy programs, and acknowledgment systems are all cited by students as effective programs.

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

None.

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 need to add money to Goal 4 to provide a stipend for adult support of the Alternative to Recess program, which is still in development.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Excellence for All students is supported through meaningful stakeholder engagement.**  
 Excellence for ALL students is supported through meaningful stakeholder engagement.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Excellence for ALL students is supported through meaningful stakeholder engagement.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1		All students All parents with a focus on our Spanish speaking parents	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$56,035
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$105,911.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$55,300.00
Title I Part A: Parent Involvement	\$735.00

Subtotal of additional federal funds included for this school: \$56,035.00

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	\$49,876.00

Subtotal of state or local funds included for this school: \$49,876.00

Total of federal, state, and/or local funds for this school: \$105,911.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	49,876.00
Title I Part A: Basic Grants Low-Income and Neglected	55,300.00
Title I Part A: Parent Involvement	735.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	49,876.00
	Title I Part A: Basic Grants Low-Income and Neglected	55,300.00
	Title I Part A: Parent Involvement	735.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,600.00
Goal 2	84,935.00
Goal 3	5,676.00
Goal 4	1,700.00

# 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
David Zendejas	Classroom Teacher
Lesley Estrella	Other School Staff
Estella Medina	Classroom Teacher
Celena Rodriguez	Classroom Teacher
Matthew Smith	Parent or Community Member
Roxanna Martinez	Parent or Community Member
Melissa Gillette	Parent or Community Member
Rene Medieta	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
Alma M. Garcia J.	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 5/6/24.

Attested:

	Principal, Adam McLearn 5/6/24
	SSC Chairperson, Matthew Smith on 5/6/24