Maxwell Elementary School

146 North St. • Maxwell, CA 95955 • (530) 438-2401 • Grades K-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Maxwell Unified School District
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District Governing Board

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District Administration

Zach Thurman
Superintendent

Staci deWit

School Description

Welcome to Maxwell Elementary School. We are a small K-5 school located in the rural agricultural community of Maxwell, California.   Here at Maxwell Elementary School, we focus on developing and extending our students' educational interests while assisting and supporting their overall welfare. We provide a strong curriculum of the highest standards through a local-based, decision-making partnership of students, family, education, and community.   Our staff stays current with the latest educational research while working to maintain the strong moral values of small town, rural America.

Mission Statement

Maxwell Unified School District strives to produce responsible, contributing citizens who can participate successfully in a global society. The school program challenges students to develop their personal and academic potential by focusing on a rigorous academic curriculum, technology, and communication skills so they may succeed in achieving their goals. An underlying component of this program is developing self-directed learners who possess self-discipline, character, and focus in their lives.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	25
Grade 1	19
Grade 2	37
Grade 3	24
Grade 4	28
Grade 5	22
Total Enrollment	155

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	5.8
Asian	1.3
Filipino	0
Hispanic or Latino	46.5
Native Hawaiian or Pacific Islander	1.3
White	40.6
Two or More Races	0.6
Socioeconomically Disadvantaged	36.1
English Learners	36.8
Students with Disabilities	1.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Maxwell Elementary School	14-15	15-16	16-17
With Full Credential		8	8
Without Full Credential		1	1
Teaching Outside Subject Area of Competence		0	0
Maxwell Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	18
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Maxwell Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	78.5	21.5
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	78.5	21.5

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Legacy of Literacy, (K-5), Houghton Mifflin; California Content Standards, (K-5) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Houghton Mifflin: Math In Focus/Singapore Math (K-5) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science, Scott Foresman (K-5) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History Social Science for California, Scott Foresman (K-5) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)
Because Maxwell Elementary School and Maxwell Middle School are at the same site, they have the same FIT report information.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	In portables 10 - 14, some trim and siding needs replacing along with new paint. Jr. High restrooms need new trim around all doors. This will be accomplished in spring/summer 2017.

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	54	45	60	54	54	48	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	50	30	20

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	32	42	34	30	44	48
Math	27	44	24	26	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	22	20	90.9	60.0
Male	11	10	90.9	70.0
Female	11	10	90.9	50.0
Socioeconomically Disadvantaged	20	18	90.0	55.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	25	23	92.0	34.8
	4	29	28	96.5	35.7
	5	22	21	95.5	57.1
Male	3	14	13	92.9	30.8
	4	14	13	92.9	15.4
	5	11	10	90.9	50.0
Female	3	11	10	90.9	40.0
	4	15	15	100.0	53.3
	5	11	11	100.0	63.6
Hispanic or Latino	3	16	15	93.8	13.3
	4	13	12	92.3	25.0
White	4	12	12	100.0	50.0
Socioeconomically Disadvantaged	3	20	19	95.0	26.3
	4	22	21	95.5	19.1
	5	20	19	95.0	52.6
English Learners	3	13	13	100.0	15.4

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	25	23	92.0	56.5
	4	29	27	93.1	40.7
	5	22	21	95.5	33.3
Male	3	14	13	92.9	61.5
	4	14	12	85.7	33.3
	5	11	10	90.9	40.0
Female	3	11	10	90.9	50.0
	4	15	15	100.0	46.7
	5	11	11	100.0	27.3
Hispanic or Latino	3	16	15	93.8	46.7
	4	13	12	92.3	33.3
White	4	12	12	100.0	50.0

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
Socioeconomically Disadvantaged	**3**	20	19	95.0	52.6
	4	22	20	90.9	35.0
	5	20	19	95.0	31.6
English Learners	**3**	13	13	100.0	38.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
There are many ways for parents to become involved in our school. Programs and activities include; Parent Teacher Organization (PTO), School Site Council (SSC), Migrant Parents Advisory Committee, English Language Advisory Committee (ELAC), Gifted and Talented Education Committee (GATE), classroom volunteers, athletic support, Band Boosters, and Book Faire assistance. We always welcome classroom visits, help with last day activities, and any parent input regarding school programs.

For more information on how to become involved, contact Staci deWit, Principal, at (530) 438-2401 or sdewit@maxwell.k12.ca.us.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Our School Safety Plan outlines the responses for earthquakes, fire, and intruder alerts. An emergency drill is conducted monthly. A sign is posted outside the office door in two languages stating that all visitors must sign in. All athletic coaches are trained in CPR and first aid. A school bus safety drill is held every year, and the school has zero tolerance drug and gang policies. The School Safety Plan was last reviewed and updated in November 2016.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	7.0	2.2	2.4
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	10.1	4.3	10.6
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	23	23	1			1	1	1			
1		23	23					1	1			
2	23	17	17		1	1	2					
3	27	20	20		1	1	1	1	1			
4	27	24	24				1	1	1			
5	16	24	24	1				1	1			
6	25	15	15		1	1	1					

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	16	22	22	2	2	2	1	2	2			
Mathematics	23	22	22	1	1	1	1	1	1			
Science	23	22	22	1	1	1	1	1	1			
Social Science	23	22	22	1	1	1	1	1	1			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Maxwell Unified School District provides one day of professional development to all certificated employees each year. New teachers are provided support through the Beginning Teacher induction program with a district support Provider and county support meetings. In-service includes computer technology training, professional development on the California Standards, classroom management strategies, and differentiated instruction strategies. All teachers are encouraged to attend conferences and workshops and share their information with the other staff. Teachers returning from additional training are supported through additional funding to implement new methodologies.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$40,430
Mid-Range Teacher Salary		$58,909
Highest Teacher Salary		$77,358
Average Principal Salary (ES)		$94,634
Average Principal Salary (MS)		$97,839
Average Principal Salary (HS)		$100,453
Superintendent Salary		$123,728
Percent of District Budget		
Teacher Salaries	31%	32%
Administrative Salaries	8%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5885	732.74	5153	59,276
District	♦	♦	10,848.96	
State	♦	♦	$5,677	$60,705
Percent Difference: School Site/District			-52.5	4.6
Percent Difference: School Site/ State			-9.2	-2.4

* Cells with ♦ do not require data.

Types of Services Funded
After School programs are provided by the ASES grant.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.