

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	4/25/25	6/12/2025

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	14
Student Population.....	18
Overall Performance	20
Academic Performance.....	22
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	38
Goal 3.....	50
Goal 4.....	56
Budget Summary	61
Budget Summary	61
Other Federal, State, and Local Funds	61
Budgeted Funds and Expenditures in this Plan	62
Funds Budgeted to the School by Funding Source.....	62
Expenditures by Funding Source	62
Expenditures by Budget Reference	62
Expenditures by Budget Reference and Funding Source	62
Expenditures by Goal.....	62
School Site Council Membership	63
Recommendations and Assurances	64
Instructions.....	65
Appendix A: Plan Requirements	72
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	75

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 10/14/24, 11/19/24, 1/27/25, 2/24/25, and 4/14/25.

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 i-Ready data for Maxwell school students' academic performance, attendance, reclassification, and suspension rates. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

School Site Council (SSC) presented the 2024-25 SPSA on 11/19/24. During that meeting, the team monitored and reviewed school plan implementation and data review. On 2/24/25, the team conducted a needs assessment and was presented with data from i-Ready and additional school data.

English Learner Advisory Committee (ELAC) scheduled a total of seven meetings this year and reviewed the school's data, monitored the progress made on goals within the School Plan for Student Achievement (SPSA), participated in the

needs assessment process, and provided school plan recommendations to the Site Council for the 2025-2026 school year. The team met on 9/24/24, 10/29/24, 12/10/24, 1/28/25, 2/25/25, 3/18/25, and 4/22/25.

During the 1/28/25 meeting, the ELAC monitored and reviewed the implementation of the school plan. On 3/18/25, the team conducted a needs assessment, presented with school data, and developed recommendations for the Site Council.

STUDENT INPUT:

The Youth Advisory Committee (YAC) scheduled 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, and develop a student survey. The YAC is comprised of eight students demographically representative of Maxwell Elementary students, 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 1/27/25 meeting, the YAC reviewed the 2024-25 SPSA. Also, in the 1/27 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 re-committed to the action plan created by the 2023-24 YAC for the latter. In the 2/28/25 meeting, the students specifically performed a needs assessment on SPSA Goal 4. In the 4/25/25 meeting, the team completed the revision of last year's work on the mission/vision of the "alternative to recess" program.

Principal McLearn also holds monthly informal meetings with students TK-6th called "Lunch Bunch." Between two and four times a month, the principal eats lunch with a different group of students to get feedback about climate, safety, learning, extracurricular activities, etc., to incorporate into the Site Plan and Site Safety Plan.

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

Teachers reviewed the needs assessment from the i-Ready mid-year assessment in the 1/15/25 District Professional Development Collaboration on Wednesday. On 3/26/2025, performance data was shared with the teachers during a staff meeting, an in-depth review of Goal Two of the SPSA was conducted, and actions and strategies were proposed to support these needs. Recommendations consisted of continuing positive practices such as the further expansion/implementation of the embedded intervention system "WIN Time" (What I Need Time) and vertical standards alignment, Professional Learning Committees (PLC)-driven data review, and progress monitoring with students. The staff was agreeable to drawing down after-school intervention in favor of the embedded interventions, but steadfast on the benefits of paid after-school collaboration time and suggestions to increase after-school collaboration time, vital for planning the embedded interventions.

School Site Council conducted a needs assessment on 2/24/25. The SSC identified math performance overall and the performance of English Language Learners (ELLs) and special education (SPED) students in various areas as areas of need. Recommendations included ELL support in any intervention opportunities and staffing a paraeducator to support the intermediate WIN Time program. SSC signed off on the plan to hire a .5 FTE Visual Arts teacher and part of the new Prop 28 funds.

ELAC conducted a needs assessment on 3/18/25 and analyzed the SPSA Goal 3 in depth. ELAC made recommendations, including 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 continuing to support ELLs in all intervention efforts, including WIN Time and after-school interventions.

Youth Advisory Council conducted a needs assessment on 1/27/25 and did an in-depth analysis of LCAP/SPSA Goal Four. YAC recommended 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),—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, addition of Tier II Behavior Support Group with themes and curriculum.

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.

None at this time.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.27%	%	0	1	
African American	1.30%	2.15%	1.62%	5	8	6
Asian	4.15%	3.49%	4.59%	16	13	17
Filipino	0.52%	0.54%	0.54%	2	2	2
Hispanic/Latino	69.95%	69.35%	70.54%	270	258	261
Pacific Islander	0.26%	0.27%	%	1	1	
White	17.62%	19.09%	17.30%	68	71	64
Two or More Races	3.37%	2.96%	2.70%	13	11	10
Not Reported	2.85%	1.88%	2.70%	11	7	10
Total Enrollment				386	372	370

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	75	40
Grade 1	55	51	56
Grade 2	50	53	49
Grade 3	51	49	54
Grade 4	47	51	47
Grade 5	53	47	51
Grade 6	55	46	49
Total Enrollment	386	372	370

Conclusions based on this data:

1. Large decline in Kinder enrollment (35 students) from 22-23 to 23-24 with slight drops in 2nd and 4th. Slight increases in 1st, 3rd, 5th, and 6th. Net loss of 26 students overall.
2. Increase in Asian students (1.1% gain) Hispanic students (1.19%). 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	110	97	101	28.5%	26.1%	27.3%
Fluent English Proficient (FEP)	36	33	36	9.3%	8.9%	9.7%
Reclassified Fluent English Proficient (RFEP)				14%		

Conclusions based on this data:

1. The number of English Learners for the 2023-'24 school year was 101, an increase of 4 students from the previous school year.
2. The number of Fluent English Proficient (FEP) students up to 2021-'22 levels at 36 students or 9.7%.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	54	51	57	54	51	57	54	51	57	100.0	100.0	100
Grade 4	45	57	50	45	56	47	45	56	47	100.0	98.2	94
Grade 5	49	48	50	47	48	49	47	48	49	95.9	100.0	98
Grade 6	59	48	49	57	48	48	57	48	48	96.6	100.0	98
All Grades	207	204	206	203	203	201	203	203	201	98.1	99.5	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2354.	2346.	2369.	5.56	5.88	1.75	18.52	7.84	22.81	16.67	17.65	28.07	59.26	68.63	47.37
Grade 4	2376.	2423.	2394.	6.67	8.93	8.51	11.11	19.64	4.26	13.33	26.79	25.53	68.89	44.64	61.70
Grade 5	2456.	2458.	2491.	6.38	10.42	14.29	29.79	25.00	40.82	27.66	31.25	18.37	36.17	33.33	26.53
Grade 6	2482.	2480.	2502.	7.02	4.17	10.42	17.54	27.08	31.25	29.82	37.50	31.25	45.61	31.25	27.08
All Grades	N/A	N/A	N/A	6.40	7.39	8.46	19.21	19.70	24.88	22.17	28.08	25.87	52.22	44.83	40.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.81	3.92	3.51	50.00	52.94	66.67	35.19	43.14	29.82
Grade 4	8.89	8.93	2.13	53.33	71.43	76.60	37.78	19.64	21.28
Grade 5	6.38	10.42	22.45	68.09	58.33	57.14	25.53	31.25	20.41
Grade 6	10.53	10.42	12.50	56.14	52.08	60.42	33.33	37.50	27.08
All Grades	10.34	8.37	9.95	56.65	59.11	65.17	33.00	32.51	24.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	1.96	1.75	37.04	25.49	45.61	62.96	72.55	52.63
Grade 4	2.22	5.36	6.38	35.56	48.21	27.66	62.22	46.43	65.96
Grade 5	2.13	8.33	8.16	63.83	62.50	71.43	34.04	29.17	20.41
Grade 6	7.02	6.25	4.17	42.11	54.17	62.50	50.88	39.58	33.33
All Grades	2.96	5.42	4.98	44.33	47.29	51.74	52.71	47.29	43.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.11	5.88	8.77	68.52	76.47	70.18	20.37	17.65	21.05
Grade 4	2.22	5.36	6.38	64.44	73.21	78.72	33.33	21.43	14.89
Grade 5	10.64	10.42	4.08	72.34	64.58	85.71	17.02	25.00	10.20
Grade 6	10.53	6.25	18.75	71.93	77.08	62.50	17.54	16.67	18.75
All Grades	8.87	6.90	9.45	69.46	72.91	74.13	21.67	20.20	16.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.41	3.92	3.51	51.85	54.90	77.19	40.74	41.18	19.30
Grade 4	4.44	1.79	0.00	62.22	80.36	63.83	33.33	17.86	36.17
Grade 5	8.51	12.50	8.16	65.96	62.50	77.55	25.53	25.00	14.29
Grade 6	7.02	8.33	12.50	68.42	70.83	64.58	24.56	20.83	22.92
All Grades	6.90	6.40	5.97	62.07	67.49	71.14	31.03	26.11	22.89

Conclusions based on this data:

1. Reviewing the overall performance in English Language Arts (ELA), 59.21% of our students exceeded, met, or approached the standard in the 2023-24 academic year, compared to 55.89% in the 2022-23 academic year, marking an increase of 3.32%. It is evident that students continue to need high quality "first, best instruction". We will need to continue to engage in the PLC process as well as targeted PD.

2. The percentage of students who nearly met the standard has decreased with 25.87% of students nearly meeting standard. Students who have not met the standard has also decreased in 2023-'24, with 40.8% to students not meeting the standard. We will attempt to address these changes through our imbedded interventions.
3. Within the four domains of English Language Arts (Reading, Writing, Listening, and Research-Inquiry) 2023-'24, Strengths are Listening (83.58% of students exceeding or meeting standard- an increase from 22-23), Research and Inquiry (77.11% of students exceeding or meeting standard- an increase from 22-23) and Reading (75.12% of students exceeding or meeting standard- an increase from 22-23). Writing (56.72% of students exceeding or meeting standard) is the area for growth. It is to be noted that this domain did also see 4.01% growth from 52.71% to 56.72%

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	54	51	57	54	51	57	54	51	57	100.0	100.0	100
Grade 4	45	57	50	45	57	49	45	57	49	100.0	100.0	98
Grade 5	49	48	50	47	48	50	47	48	50	95.9	100.0	100
Grade 6	59	48	49	56	46	49	56	46	49	94.9	95.8	100
All Grades	207	204	206	202	202	205	202	202	205	97.6	99.0	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2354.	2341.	2381.	3.70	1.96	3.51	11.11	7.84	26.32	20.37	21.57	24.56	64.81	68.63	45.61
Grade 4	2406.	2419.	2414.	4.44	3.51	2.04	8.89	17.54	16.33	33.33	31.58	42.86	53.33	47.37	38.78
Grade 5	2450.	2428.	2464.	0.00	6.25	4.00	8.51	8.33	16.00	42.55	18.75	38.00	48.94	66.67	42.00
Grade 6	2482.	2459.	2460.	5.36	4.35	8.16	16.07	8.70	10.20	33.93	36.96	24.49	44.64	50.00	57.14
Grade 11															
All Grades	N/A	N/A	N/A	3.47	3.96	4.39	11.39	10.89	17.56	32.18	27.23	32.20	52.97	57.92	45.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.70	3.92	8.77	35.19	31.37	43.86	61.11	64.71	47.37
Grade 4	4.44	3.51	4.08	40.00	36.84	48.98	55.56	59.65	46.94
Grade 5	2.13	6.25	8.00	57.45	29.17	52.00	40.43	64.58	40.00
Grade 6	1.79	6.52	8.16	53.57	43.48	32.65	44.64	50.00	59.18
Grade 11									
All Grades	2.97	4.95	7.32	46.53	35.15	44.39	50.50	59.90	48.29

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.70	1.96	12.28	40.74	41.18	47.37	55.56	56.86	40.35
Grade 4	4.44	5.26	4.08	42.22	52.63	46.94	53.33	42.11	48.98
Grade 5	2.13	4.17	4.00	48.94	43.75	60.00	48.94	52.08	36.00
Grade 6	8.93	0.00	4.08	50.00	50.00	38.78	41.07	50.00	57.14
All Grades	4.95	2.97	6.34	45.54	47.03	48.29	49.50	50.00	45.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.70	3.92	7.02	48.15	52.94	63.16	48.15	43.14	29.82
Grade 4	6.67	5.26	8.16	40.00	59.65	51.02	53.33	35.09	40.82
Grade 5	2.13	4.17	6.00	59.57	58.33	60.00	38.30	37.50	34.00
Grade 6	3.57	4.35	6.12	67.86	54.35	57.14	28.57	41.30	36.73
All Grades	3.96	4.46	6.83	54.46	56.44	58.05	41.58	39.11	35.12

Conclusions based on this data:

1. Looking at the overall achievement in Mathematics, 54.15% of our students exceeded, met, or nearly met the standard in 2023-'24, while 42.08% exceeded, met, or nearly met the standard in 2022-'23, an increase of 12.07%. It is evident that students are responding to PLC/PD efforts but will need to continue to prioritize high quality "first, best instruction". We will need to continue to engage in the PLC process as well as targeted PD.
2. The percentage of students who nearly met the standard is rebounded to 2021-'22 levels of approximately 32%
3. Within the three domains of Mathematics (Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning) 2022-'23, the strengths are Communicating Reasoning (64.88% of students exceeding, at or near standard) and Problem Solving & Modeling/Data Analysis (54.63% of students exceeding, at or near standard). Concepts & Procedures (51.71% 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1438.3	1421.9	1395.8	1456.5	1441.3	1414.3	1395.7	1376.8	1352.6	20	20	16
1	1457.3	1446.4	1467.2	1477.5	1481.2	1473.9	1436.4	1411.0	1460.2	22	13	12
2	1459.3	1464.7	1467.7	1457.2	1470.4	1491.7	1460.6	1458.6	1443.4	17	16	15
3	1480.8	1463.1	1484.7	1486.5	1469.9	1489.4	1474.7	1456.0	1479.4	13	15	16
4	1513.5	1511.9	1490.1	1529.8	1513.4	1483.8	1496.6	1509.8	1495.9	13	13	16
5	*	1560.6	1518.5	*	1568.6	1514.5	*	1552.3	1521.6	8	11	11
6	*	*	*	*	*	*	*	*	*	10	5	6
All Grades										103	93	92

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	5.00	6.25	55.00	50.00	25.00	30.00	35.00	37.50	5.00	10.00	31.25	20	20	16
1	18.18	0.00	25.00	31.82	46.15	25.00	31.82	46.15	50.00	18.18	7.69	0.00	22	13	12
2	11.76	12.50	0.00	41.18	31.25	60.00	29.41	43.75	26.67	17.65	12.50	13.33	17	16	15
3	0.00	6.67	0.00	46.15	13.33	56.25	46.15	46.67	25.00	7.69	33.33	18.75	13	15	16
4	15.38	15.38	18.75	61.54	38.46	43.75	7.69	38.46	18.75	15.38	7.69	18.75	13	13	16
5	*	54.55	27.27	*	18.18	27.27	*	18.18	36.36	*	9.09	9.09	*	11	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.53	17.20	16.30	46.60	33.33	39.13	27.18	36.56	29.35	10.68	12.90	15.22	103	93	92

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	20.00	25.00	60.00	45.00	25.00	10.00	25.00	18.75	5.00	10.00	31.25	20	20	16
1	31.82	30.77	33.33	50.00	61.54	41.67	9.09	0.00	25.00	9.09	7.69	0.00	22	13	12
2	23.53	12.50	20.00	29.41	43.75	66.67	35.29	37.50	13.33	11.76	6.25	0.00	17	16	15
3	23.08	13.33	43.75	30.77	46.67	31.25	46.15	20.00	12.50	0.00	20.00	12.50	13	15	16
4	46.15	46.15	25.00	30.77	38.46	43.75	23.08	7.69	6.25	0.00	7.69	25.00	13	13	16
5	*	72.73	54.55	*	27.27	36.36	*	0.00	0.00	*	0.00	9.09	*	11	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.92	33.33	35.87	40.78	41.94	39.13	18.45	16.13	11.96	4.85	8.60	13.04	103	93	92

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	24.14	5.00	0.00	13.79	5.00	6.25	41.38	70.00	56.25	20.69	20.00	37.50	29	20	16
1	0.00	0.00	25.00	22.22	0.00	16.67	16.67	53.85	33.33	61.11	46.15	25.00	18	13	12
2	0.00	6.25	0.00	35.71	37.50	33.33	28.57	18.75	26.67	35.71	37.50	40.00	14	16	15
3	6.25	0.00	0.00	25.00	0.00	25.00	43.75	40.00	50.00	25.00	60.00	25.00	16	15	16
4	7.69	15.38	6.25	38.46	15.38	25.00	53.85	30.77	43.75	0.00	38.46	25.00	13	13	16
5	0.00	27.27	0.00	7.14	27.27	36.36	71.43	36.36	45.45	21.43	9.09	18.18	14	11	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.88	7.53	6.52	24.27	17.20	25.00	48.54	41.94	41.30	23.30	33.33	27.17	103	93	92

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	20.00	18.75	75.00	60.00	62.50	5.00	20.00	18.75	20	20	16
1	31.82	61.54	66.67	63.64	30.77	33.33	4.55	7.69	0.00	22	13	12
2	23.53	18.75	13.33	52.94	75.00	86.67	23.53	6.25	0.00	17	16	15
3	38.46	20.00	31.25	46.15	53.33	50.00	15.38	26.67	18.75	13	15	16
4	38.46	46.15	43.75	53.85	38.46	25.00	7.69	15.38	31.25	13	13	16
5	*	45.45	18.18	*	54.55	72.73	*	0.00	9.09	*	11	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.13	32.26	31.52	62.14	54.84	55.43	8.74	12.90	13.04	103	93	92

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.00	25.00	18.75	60.00	65.00	50.00	5.00	10.00	31.25	20	20	16
1	59.09	23.08	8.33	31.82	69.23	91.67	9.09	7.69	0.00	22	13	12
2	17.65	25.00	26.67	70.59	68.75	73.33	11.76	6.25	0.00	17	16	15
3	46.15	13.33	43.75	38.46	60.00	43.75	15.38	26.67	12.50	13	15	16
4	53.85	53.85	31.25	46.15	38.46	50.00	0.00	7.69	18.75	13	13	16
5	*	81.82	72.73	*	18.18	18.18	*	0.00	9.09	*	11	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.43	37.63	36.96	40.78	52.69	51.09	6.80	9.68	11.96	103	93	92

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	5.00	0.00	95.00	80.00	68.75	0.00	15.00	31.25	20	20	16
1	31.82	0.00	41.67	27.27	23.08	8.33	40.91	76.92	50.00	22	13	12
2	11.76	25.00	0.00	64.71	37.50	60.00	23.53	37.50	40.00	17	16	15
3	0.00	0.00	0.00	30.77	46.67	62.50	69.23	53.33	37.50	13	15	16
4	0.00	15.38	6.25	53.85	30.77	62.50	46.15	53.85	31.25	13	13	16
5	*	27.27	0.00	*	54.55	63.64	*	18.18	36.36	*	11	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.71	10.75	6.52	57.28	49.46	58.70	33.01	39.78	34.78	103	93	92

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	10.00	6.25	65.00	45.00	50.00	15.00	45.00	43.75	20	20	16
1	9.09	0.00	0.00	50.00	84.62	100.00	40.91	15.38	0.00	22	13	12
2	0.00	12.50	0.00	76.47	50.00	80.00	23.53	37.50	20.00	17	16	15
3	7.69	0.00	6.25	84.62	46.67	81.25	7.69	53.33	12.50	13	15	16
4	7.69	30.77	12.50	76.92	61.54	68.75	15.38	7.69	18.75	13	13	16
5	*	63.64	18.18	*	27.27	72.73	*	9.09	9.09	*	11	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.71	20.43	10.87	70.87	50.54	71.74	19.42	29.03	17.39	103	93	92

Conclusions based on this data:

1. For our ELPAC (English Learner Proficiency Assessment for California) Summative Assessment Data, the number of students tested steadily decreased from 2020 to 2024.

2. More students were scoring at Level 3 overall (39.13%) than compared to Levels 1, 2, and 4. (Level 4 - 16.30%, Level 2 - 29.35%, Level 1 - 15.22%). EL Support through teacher PD as well as empowering the EL Specialist is having a positive effect on EL Student performance.
3. Within the four domains (Listening, Speaking, Reading, and Writing), students showed strength in Speaking (Well developed—36.96%) and Listening (Well developed—31.52%). Writing (Well developed—10.87%), and Reading (Well developed—6.52%) are areas for growth.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
370	86.2%	27.3%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	101	27.3%
Foster Youth	0	0.0%
Homeless	6	1.6%
Socioeconomically Disadvantaged	319	86.2%
Students with Disabilities	79	21.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.6%
American Indian	0	0.0%
Asian	17	4.6%
Filipino	2	0.5%
Hispanic	261	70.5%
Two or More Races	10	2.7%
Pacific Islander	0	0.0%
White	64	17.3%

Conclusions based on this data:

1. Maxwell School has 101 students that are considered English Learners school-wide, this is 27.3% of our student population (A 3 student and/ 1.2% increase from 2022-'23).

2. Maxwell School has an increasingly significant percentage of students who are identified as socio-economically disadvantaged: 86.2% , —a 2.1% increase from 2022-'23 (84.1% in 2022-'23). Maxwell School exceeds the typical average for students with disabilities: 21.4%, a 32.6% increase from 2022-'23 (18.8% in 2022-'23).
3. Our largest ethnic population is Hispanic students, who comprise 70.5% of the student body. The second largest group is White students, at 17.3%.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Blue		

Conclusions based on this data:

- On the California Dashboard, ELA is in Yellow (Medium), and Mathematics is in Yellow (Medium)—maintenance in ELA and an increase of one level for Mathematics. Students and teachers are responding to all PLC/PD efforts geared towards curriculum, instruction, and assessment.
- Chronic absences has maintained Yellow (Medium) on the Dashboard for the 2023-2024 school year.

3. The Dashboard indicates suspensions have maintained at Orange (Medium High) for the 2023-24 school year. Even though suspensions are on the rise we are continuing to invest in PBIS, SEL, and alternatives to suspension to mitigate the rise in behaviors we are experiencing.

School and Student Performance Data

Academic Performance English Language Arts

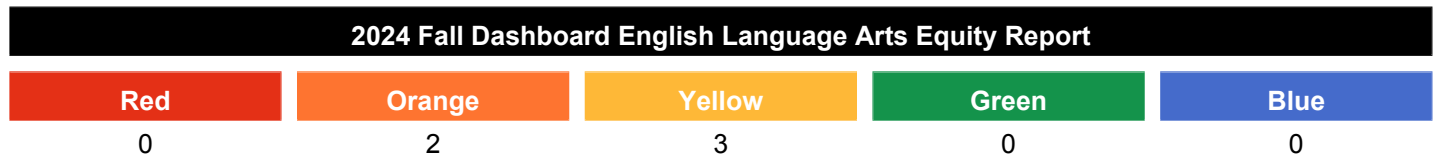
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 45.2 points below standard Increased 11.1 points 190 Students	English Learners  Orange 59.3 points below standard Maintained 2.8 points 65 Students	Long-Term English Learners  No Performance Color Less than 11 Students 4 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Yellow 49.2 points below standard Increased 15.7 points 165 Students

Students with Disabilities  Orange 125.6 points below standard Increased 11.5 points 54 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 6 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 51.7 points below standard Increased 13.3 points 133 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 30.7 points below standard Increased 6.3 points 35 Students

Conclusions based on this data:

1. All subgroups achieved a "Medium" score in English Language Arts, with the exception of ELLs who scored in the "Orange" category and Students with Disabilities, who scored in the "Orange" category. Collectively, all students maintained the "Yellow" performance level (Medium), with a 11.1-point increase to 45.2 points below the standard, down from 56.4 points below the standard. It is evident that students continue to need high quality "first, best instruction". We will need to continue to engage in the PLC process as well as targeted PD.
2. Three subpopulations facing challenges include Students with Disabilities, scoring "low" at 125.6 points below the standard; English Learners, at a "low" level, 59.3 points below the standard; and Socioeconomically Disadvantaged students, at a "medium" level, 49.2 points below the standard.
3. In the 2023-'24 academic year, Maxwell reported data for two ethnic subgroups with a significant student population: Hispanic students, scoring 51.7 points below the standard, and White students, scoring 30.7 points below the standard.

School and Student Performance Data

Academic Performance Mathematics

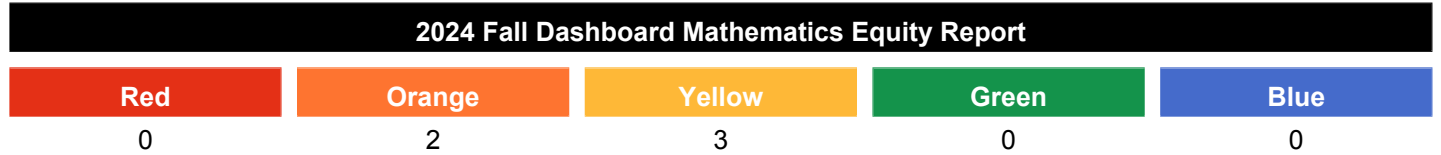
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 67.9 points below standard Increased 17.7 points 191 Students	English Learners  Yellow 75.7 points below standard Increased 23.3 points 65 Students	Long-Term English Learners  No Performance Color Less than 11 Students 4 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Yellow 71.2 points below standard Increased 22.2 points 166 Students

Students with Disabilities  Orange 133.7 points below standard Increased 18.6 points 55 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 6 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 75.4 points below standard Increased 20.7 points 133 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 57.4 points below standard Maintained 2.4 points 36 Students

Conclusions based on this data:

1. All subgroups were rated as "Medium" Mathematics except Students with Disabilities who were classified as "Low". Collectively, the students fell into the yellow (Medium) performance level, which is 67.9 points below the standard. Mathematics still remains an area of the most need of support and development- despite gains.
2. Three subpopulation facing the greatest challenges are Students with Disabilities, scoring "Low" at 133.7 points below the standard. While students with disabilities have made up a lot of ground consistency in pull out/push in services still needs to be achieved.
3. In the 2023-2024 period, Maxwell reported data for two ethnic subgroups with a significant student population: Hispanic students, scoring "Medium" at 75.4 points below the standard, and White students, categorized as "Low" at 57.4 points below the standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
57.7% making progress.	making progress.
Number Students: 71 Students	Number Students: 1 Student

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.

2024 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
18.3%	23.9%	0%	57.7%

Conclusions based on this data:

- 57.7% of our English Learners have shown progress in acquiring English language proficiency, which is an increase of two levels to the "Very high" performance level category. This represents a 13.3% increase from the 2022-'23 period, where 44.3% were making progress towards proficiency. This is the greatest area of site growth. Investments into classroom level PD, the PLC process, as well as attendance of the CABA conference have all had a positive effect.
- In the 2023-'24 academic year, 57.7% of students advanced by at least one level on the English Learner Performance Index (ELPI), while 18.3% students experienced a decrease by one level.
- 23.9% students remained at ELPI Levels 1-3H, while none stayed at Level 4.

School and Student Performance Data

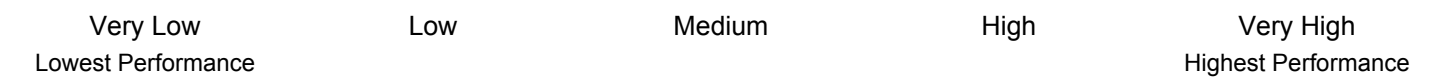
Academic Performance College/Career Report

The 2024 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 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.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

29.4% Chronically Absent

Declined 7.4

391 Students

English Learners



Orange

25.5% Chronically Absent

Declined 9.5

110 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

10 Students

Socioeconomically Disadvantaged



Yellow

32% Chronically Absent

Declined 6.8

341 Students

Students with Disabilities  Orange 31.8% Chronically Absent Declined 15.4 88 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 9.5% Chronically Absent Declined 19 21 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 31% Chronically Absent Declined 8.5 274 Students
Two or More Races  No Performance Color 35% Chronically Absent Maintained 0.3 20 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 28.8% Chronically Absent Declined 2.4 66 Students

Conclusions based on this data:

1. During the 2023-2024 school year, the rate of Chronic Absenteeism was 29.4% (Medium), marking a significant decrease of 7.4%. This marks a decline for two years in a row that we can attribute to increased communication about attendance as well as significant efforts in the Wellness Team and Attendance Liason.
2. Socioeconomically Disadvantaged students have the highest chronic absenteeism rate at 32%, followed by Students with Disabilities at 31.8%, and English Learners at 25.5%. Socioeconomically Disadvantaged students and English Learners fall into the "high" (Orange) category of absenteeism, whereas are categorized as Students with Disabilities are ranked as "medium." It is not surprising that two significant subgroups that are higher than the state average are having the largest share of difficulties with attendance.
3. The ethnic breakdown of chronically absent students, ranked by impact, is as follows: Hispanic (31%), Two or More Races (35%), Asian (9.5%), and White (28.8%). All groups saw a decline except "two or more races" that maintained with .3% drop.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

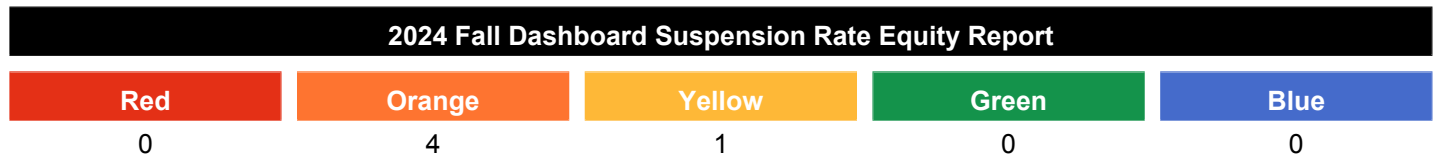
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 4% suspended at least one day Increased 0.5% 396 Students	English Learners  Orange 4.5% suspended at least one day Increased 0.5% 112 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged  Orange 4% suspended at least one day Increased 0.4% 346 Students

Students with Disabilities  Yellow 4.5% suspended at least one day Declined 0.8% 88 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Orange 4% suspended at least one day Increased 1.4% 278 Students
Two or More Races  No Performance Color 10% suspended at least one day Declined 11.1% 20 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 3% suspended at least one day Increased 0.4% 67 Students

Conclusions based on this data:

1. The total suspension rate for the Fall 2023-2024 school year rose by .5%, with 4% of students suspended, which is considered a "high" (Orange) range. Even though suspensions are on the rise we are continuing to invest in PBIS, SEL, and alternatives to suspension to mitigate the rise in behaviors we are experiencing.
2. Subpopulations that experience high suspension rates include Students with Disabilities at 4.5%, English Learners at 4.5%, and Socioeconomically Disadvantaged students at 4%.
3. There is now a closer parity between the suspension rate for White students at 3% (67students), while the suspension rate for Hispanic students at 4% but representing 278 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 know that students' continuous involvement with enriching, high-quality artistic experiences cultivates crucial skills and viewpoints, such as problem-solving, idea expression, creativity enhancement, and persistence toward excellence. There is a universal necessity to introduce our students to various concepts and ideas to prepare them for higher education or careers and encourage them to take responsibility for their own learning. Additionally, it is a school's responsibility to offer enrichment opportunities that every student can access to augment their school experiences. We can do this through numerous club opportunities as well as assemblies.

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 students who participate in VAPA (Visual and Performing Arts).	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 2022-'23 Data: 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 2023-'24 Baseline: 43 in Strings 21 in Band = 65 Choir: 58 sign ups 41 regular attendance = 106 students 28% of student body 2024-'25 Outcome: Cross Country -79 sign ups TK-6th 69 Strings 25 Band Choir-52 sign ups 45 regular attendees LEGO Builders Club-17 5th and 6th graders. 242= Sign Ups and 235 regular attendees. = 61% of student body- Up 33%	Provide After School clubs to maintain above 50% participation in the 2025-'26 school year.
Number of assemblies offered annually.	2021-'22 Data: Due to COVID and the pandemic, we have not had any schoolwide gatherings for the last two years. 2022-'23 Data : Provided four assemblies- WHS Band Performance for 3rd-6th, Eco Hero Assembly, Woodland Reads Author Day, and Reptile Ron for TK-6th.	Provide at least one assembly for the entire student body appropriate for TK-3rd and 4th - 6th-grade level.

	2023-'24 Baseline: Provided five assemblies: Mobile Dairy Farm, WHS Band Performance for 4th-6th, Elks Reading Contest Assembly, Eco Hero Assembly, State Testing Motivational Basketball Assembly 2024-'25 Outcome: Provided four assemblies: WHS Band Performance for 4th-6th, Elks Reading Contest Assembly. Jim Basketball Jones "Anti-Bullying" assembly in the fall and "State Testing Motivation" in the Spring.	
--	---	--

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
1.1	Each student will meet the skills and competencies of the graduate profile in order to be college and career-ready through a rigorous, intellectually rich, and culturally relevant environment through: -At least one assembly per semester, including one centered on reading, for the entire school of 380 plus students (depending on the year). -Provide an enrichment assembly to support students' interests and strengths, including (but not limited to) Author assembly, SEL, Motivation, Academic, and others.	All student groups with an emphasis on Students with Disabilities and English Learners.	1000 Supplemental/Concentration 1800 Site Discretionary
1.2	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 through: -A school wide art project (at least one per year)	All student groups with an emphasis on Students with Disabilities and English Learners.	1000 Supplemental/Concentration 1000 Site Discretionary
1.3	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 through: -Provide multiple enrichment activities for students, including (but not limited to) Cross Country (50 students), Choir (35-40 students), Music (Band and strings, 90-100 students), Art Club (50 students,) and/or Soccer Club (50 students). Timesheets for coordination. -Provide club supplies for students	All student groups with an emphasis on Students with Disabilities and English Learners.	5240 Title I Part A: Basic Grants Low-Income and Neglected 500 Supplemental/Concentration
1.4	Each student will meet the skills and competencies of the graduate profile in order to be college and	All student groups with an emphasis on	1500 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	career-ready through a rigorous, intellectually rich, and culturally relevant environment through: -Art Supplies	Students with Disabilities and English Learners.	500 Site Discretionary
1.5	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 through: -Supplemental books	All student groups with an emphasis on Students with Disabilities and English Learners.	1100 Supplemental/Concentration
1.6	We will supplement students' engagement with the arts through direct arts instruction of visual arts, music, theater and/or dance. through a push in/pull out model as well as after school arts offerings. To support this we will need to provide: -Staffing of curricular programs (.5 FTE VAPA teacher)	All student groups with an emphasis on Students with Disabilities and English Learners.	52815 Arts and Music in Schools
1.7	We will supplement students' engagement with the arts through direct arts instruction of visual arts, music, theater and/or dance. through a push in/pull out model as well as after school arts offerings. To support this we will need to provide: • A VAPA TOSA	All student groups with an emphasis on Students with Disabilities and English Learners.	5064 Arts and Music in Schools
1.8	We will supplement students' engagement with the arts through direct arts instruction of visual arts, music, theater and/or dance. through a push in/pull out model as well as after school arts offerings. To support this we will need to provide: -Partnerships with community arts instruction providers -Materials including consumables, tools, instruments, technology, etc. -Professional development for providers and teachers -Transportation/release time for field trips to augment arts exploration -Facilities, indirect costs, and future liabilities	All student groups with an emphasis on Students with Disabilities and English Learners.	14470 Arts and Music in Schools

Annual Review

SPSA Year Reviewed: 2024-25

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 joined by Cross Country in the Fall as well as the LEGO Builders Club.. Although the Expanding Minds after-school program has attracted more students, with the new offerings attendance has increased significantly- Cross Country was very popular. 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 have eliminated the week long themed activity but are still looking to reimagine a similar week-long event, celebrating the completion of state testing by encompassing all facets of school life, from academics to PE, and PBIS/SEL activities. Luckily we budgeted well enough to cover the addition of two new clubs.

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. We will continue to have a comfortable amount of funding to accommodate new after school offerings. In support of Prop 28, we will be allocating all monies appropriately to supplement arts education at Maxwell.

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 for student success. Students with Disabilities and English Language Learners face an equity gap in these subjects and are disproportionately represented in absenteeism and suspension. Review of Bullying Prevention & Intervention Evaluation Report shows need for documenting complaints of bullying. decreasing staff and student perception of "verbal bullying being a 'big problem'", student perception of "physical bullying being a big problem", and adequately addressing student needs.

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
Performance level on ELA (English Language Arts) and Math Academic Indicator.	2021-'22 Data: Maxwell is Orange on the California School Dashboard for ELA and Yellow for Math. 2022-'23 Data: Reading: Maxwell scored Low (63.8% below standard) in ELA (Orange). Math: Maxwell scored Low (74.4% below standard) in math (Orange). 2023-'24 Baseline: Reading: Medium (56.4 points below standard) in ELA = Yellow Math: Low (85.5 points below standard)= Orange 2024-'25 Outcome: Reading: Medium (45.2 points below standard) in ELA = Yellow Math: Medium (67.9 points below standard)= Yellow	Maxwell will maintain performance on the California School Dashboard in Yellow (Medium) for ELA and maintain performance in Yellow (Medium) for Math- with allowance for a 5-10 point gain in either domain.
Performance level on English Learner Progress Indicator (ELPI).	2021-'22 Data: 51.1% of EL students are making progress towards English proficiency 2022-'23 Data: 51.3% of ELLs are progressing towards English language proficiency based on the 2022 CA. Dashboard. Medium performance level category. 2023-'24 Baseline: 44.3% of ELLs are making progress toward proficiency. Performance band Orange (Low). 2024-'25 Outcome: 57.7% of ELLs are making progress toward proficiency. Performance band Blue (Very High).	Maintain the percentage of ELLs progressing to proficiency to at least above 50% .
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA).	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. 2022-'23 Data:	Maintain the percentage of students that exceeded, met, or nearly met the standard at 55% or above in ELA.

	In ELA, 47.78% exceeded, met, or nearly met the standard in 2021-'22. 2023-'24 Baseline: In English Language Arts (ELA), 55.89% of our students exceeded, met, or nearly met the standard. 2024-'25 Outcome: In English Language Arts (ELA), 59.21% of our students exceeded, met, or nearly met the standard.	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	2021-'22 Data: Data unavailable 2022-'23 Data: In Mathematics, 47.04% exceeded, met, or nearly the standard. 2023-'24 Baseline: In Mathematics, 42.08% of our students exceeded, met, or nearly met the standard. 2024-'25 Outcome: Mathematics, 54.15% of our students exceeded, met, or nearly met the standard.	Raise the percentage of students that exceeded, met, or nearly met the standard by .85% to 55% in Mathematics.
Percentage and number of students who are chronically absent.	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. 2022-'23 Data: In 2021-'22 school year, Chronic Absenteeism was at 41.8% (Very High). 2023-'24 Baseline: In 2023-'24 school year, Chronic Absentee was at 36.9% (Medium) 2024-'25 Outcome: In 2024-'25 school year, Chronic Absentee was at 29.4% (Medium)	Decrease the Chronic Absentee rate by 2.4% to 27%.
Student sense of safety and school connectedness.	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	Increase participation in the California Healthy Kids Survey by 7% to 40%. Increase respondents reporting "Caring Adults in School" 1% to 80%. Increase respondents reporting "Parent Involvement in Schooling" 1% to 80%. Decrease respondents reporting "Frequent Sadness" 1% to 15%.

	at school. Questions that indicated student thoughts and feelings were: Problem Solving: 73% of students indicated they know where to get help, can find someone to help them, and can problem-solve independently. Parent involvement in schooling: 81% of the students indicated that their parents care about their schoolwork grades and monitor homework/schoolwork. 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. SAEBERS: High Risk Fall: 5% High Risk Spring: 5% 2022-'23 Data: CHKS 51% of 5th Grade Maxwell students participated. 76% of respondents reported "Caring Adults in School." 70% of respondents reported "Parent Involvement in Schooling." 52% of respondents reported "Frequent Sadness." 56% of respondents reported "Wellness." SAEBERS: High Risk Fall: 3% High Risk Spring: 3% 2023-'24 Baseline: CHKS Student Participation: 51% Caring Adults- 70% Parent Involvement in Schooling: 67% Frequent Sadness: 26% Wellness: 52% SAEBERS: High Risk Fall: 4% High Risk Spring: 4% 2024-'25 Outcome:	Increase respondents reporting "Wellness" 1% to 75%. Decrease students in High/Some Risk Categories on SAEBERS screening by at least 1% Decrease students in High/Some Risk Categories from Fall to Spring by at least 1%
--	---	---

	CHKS Student Participation: 33% Caring Adults- 79% Parent Involvement in Schooling: 79% Frequent Sadness: 16% Wellness: 74% SAEBERS: High Risk Fall: 5% High Risk Spring: 3%	
Suspension Rate.	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%. 2022-'23 Data: Fall 2021-'22 school year was 2.4%. 2023-'24 Baseline: 3.5% suspended at least one day. Orange (High) 2024-'25 Outcome: 4% suspended at least one day. Orange (High)	Reverse the upward trend of the suspension rate by .5% to 3.5%
Parent/family satisfaction on Healthy Kids Survey, on key indicators.	2021-'22 Data: For the 2020-2021, there is no parent data for a baseline. 2022-'23 Data: There is no baseline data from 2021-'22. 2023-'24 Baseline: The baseline was established with 43 CHKS respondents and nine internal Parent Satisfaction Survey responses. 2024-'25 Outcome: In 2024-'25 there were 31 HKS respondents and 12 internal Parent Satisfaction Survey responses.	Increase parent respondents to at least 50 parents on the CHKS and 20 responses to the internal Parent Satisfaction Survey.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only).	2021-'22 Data: In the 2021-2022 school year, Maxwell's iReady median percent progress towards typical growth mid-year was: Reading is 39%. Math is 33%. 2022-'23 Data: Results of 2022-'23 Fall Assessment: ELA: 60% of Progress Towards Typical Growth Math: 39% of Progress Towards Typical Growth	The goal is to regain above 50% Progress Towards Typical Growth on the mid-year assessment in ELA and raise Progress Towards Typical Growth by 4% to 45% or above in math.

	2023-'24 Baseline: ELA: 54% making Progress Towards Typical Growth on Midyear Assessment Math: 39% making Progress Towards Typical Growth on Midyear Assessment 2024-'25 Outcome: ELA: 48% Progress Towards Typical Growth on Midyear Assessment Math: 41% Progress Towards Typical Growth on Midyear Assessment	
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	2023-'24 Baseline: Obtained from 4/24 Staff Survey TOTAL AVG: 8.17 2024-'25 Outcome: Obtained by 4/25 Staff Survey Total Average: 9.0	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.
Parent/staff sense of safety on Bullying Report, on key indicators.	2024-'25 Baseline: Staff perception of "verbal bullying being a 'big problem'" 39% Student perception of "verbal bullying being a 'big problem'" 43% Student perception of "pushing shoving and fighting being a 'big' problem" 55% Student perception of "feeling safe at school" 79% Staff perception of "students with...needs are being adequately supported..." 33%	The goal is to decrease negative factors by 3-5% and maintain or increase positive factors by 3-5%.

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 through: -Funds to attend conferences and provide professional development in areas including but not limited to: Professional Learning Communities (PLC) *Title I funded Mathematical Practices, ELA: Reading and writing Social-Emotional Learning Universal Design for Learning (UDL) Differentiation EL Roadmap, ABC OLE (ELL Strategies),	All student groups with an emphasis on Students with Disabilities and English Learners.	4400 Supplemental/Concentration 2397 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -Outside provider contracts and educational field trips	All student groups with an emphasis on Students with Disabilities and English Learners.	1400 Supplemental/Concentration
2.3	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -Supplemental software to enhance student learning: Renaissance *Title I Mystery Writing Discovering Education *Title I	All student groups with an emphasis on Students with Disabilities and English Learners.	12013 Title I Part A: Basic Grants Low-Income and Neglected 400 Supplemental/Concentration
2.4	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -Materials and supplies to support instruction and intervention Partially *Title I Funded -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. -Create grade-level and school-wide academic goals. Communicating those goals to all educational partners and providing progress updates throughout the year, could be but are not limited to recognizing and celebrating growth through public announcements, staff meetings, bulletin boards, certificates, or rewards to highlight when a student, class, or the school has made great progress or reached a goal. -Goal setting and self-monitoring of academic progress: i-Ready, Accelerated Reading, Attendance -Common Agreements for Academics (Quality First Instruction, i-Ready, pacing guides, supplemental Curriculum) -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). -Common Agreements for Academics, RTI (Response to Intervention), Targeted Instruction, i-Ready	All student groups with an emphasis on Students with Disabilities and English Learners.	4906 Title I Part A: Basic Grants Low-Income and Neglected 8000 Supplemental/Concentration
2.5	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -Copier costs	All student groups with an emphasis on Students with Disabilities and English Learners.	1780 Title I Part A: Basic Grants Low-Income and Neglected 3600

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Supplemental/Concentration 577 Site Discretionary
2.6	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -TK-2nd grade release time to perform assessments	All student groups with an emphasis on Students with Disabilities and English Learners.	2160 Supplemental/Concentration
2.7	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -Site Leadership through PLC/ guiding coalition	All student groups with an emphasis on Students with Disabilities and English Learners.	2480 Supplemental/Concentration
2.8	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -Teacher collaboration extra duty and release time for PLCs *Title I Funded	All student groups with an emphasis on Students with Disabilities and English Learners.	16740 Title I Part A: Basic Grants Low-Income and Neglected
2.9	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -Release time for Academic Conferences, Peer Observations, Student Goal Planning, and Student Monitoring and Planning *Title I Funded	All student groups with an emphasis on Students with Disabilities and English Learners.	1080 Title I Part A: Basic Grants Low-Income and Neglected
2.10	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: -Library supplies and supplemental leveled reading materials Partially *Title I Funded	All student groups with an emphasis on Students with Disabilities and English Learners.	600 Supplemental/Concentration 600 Title I Part A: Basic Grants Low-Income and Neglected
2.11	Provide intervention opportunities for all students to reach growth targets in these areas through: -Paraprofessional for intermediate classroom intervention *Title I Funded	All student groups with an emphasis on Students with Disabilities and English Learners.	25568 Title I Part A: Basic Grants Low-Income and Neglected
2.12	Provide quality intervention opportunities for all students to reach growth targets in these areas through:	All student groups with an emphasis on Students with Disabilities and English Learners.	6000 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Before/After school Intervention, WIN Time Support: Materials and timesheets *Title I Funded -Grade level PLC (Professional Learning Community) time at least one monthly staff meeting. -Monthly PLC Time to plan for the next month's interventions (WIN Time)		2000 Title I Part A: Basic Grants Low-Income and Neglected
2.13	Provide a safe and supportive environment of connectedness and social emotional support in school through: -Tier II meeting support including substitutes, supplies, and supplemental equipment for student success -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) -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) -Plan to reduce chronic absenteeism: Include monthly incentives to include but not limited to: Students receiving monthly perfect attendance certificates, monthly perfect attendance tickets for an end-of-the-year raffle, monthly popcorn party for highest classroom attendance, March Attendance Madness, Communication to include but not limited to: Weekly Newsletter to staff (Fridays), Sunday Messages to families and staff, Monday Morning Announcements, emails and announcements to encourage student attendance and staff encouragement in each classroom. Review of previous year's chronic absentee data at the beginning of each new year with students' new teacher- teachers then connect with both the student and the family to increase communication and connection with the school. Teacher's then make Tier II referrals if additional support is needed. -Plan to address SAEBERS data: Adapt already existing teacher connection to students and families protocol (unnamed) we institute in the Fall to address Chronic Absenteeism (described above) to include students in the "High" and "Some" Risk categories. "Risk" students will be identified in the Fall and assigned to staff for regular check in with	All student groups with an emphasis on Students with Disabilities and English Learners.	16200 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students and families. Can include incentives item from the above activities as well.		
2.14	Provide a safe and supportive environment of connectedness and social emotional support in school through: -Tier II/III SEL support and supplies Release time for SSTs (Student Study Teams), 504s	All student groups with an emphasis on Students with Disabilities and English Learners.	250 Supplemental/Concentration
2.15	Provide a safe and supportive environment of connectedness and social emotional support in school through: -Supplies for student safety Support materials for the Conflict Managers program along with Noon Duty Supplies including but not limited to: Safety vests, clipboards, incentives, band-aids and other first aid supplies, etc.	All student groups with an emphasis on Students with Disabilities and English Learners.	1000 Site Discretionary
2.16	Provide a safe and supportive environment of connectedness and social emotional support in school through: -PBIS incentives and motivational supplies -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 the number of students who achieve grade levels and above in ELA and Mathematics. -Monthly student incentives include but are not limited to pencils, stickers, rewards for Braggin' Dragons, RTI, pizza/popcorn snack parties, and more -Regular recognition certificates. -Student Safety and communication supplies, materials, and equipment. -PBIS supplies, staff stipends, subs, and more to support student attendance -SEL Supplies, including fidgets, flexible seating, and support literature for teachers -Incentive Programs include reading contests, attendance contests, spirit points, class competitions, whole school competitions (drives), etc. Academic Conferences/Assessment Data	All student groups with an emphasis on Students with Disabilities and English Learners.	600 Supplemental/Concentration 1000 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.17	Provide a safe and supportive environment of connectedness and social emotional support in school through: -Communication: -All calls through Parent Square are done in multiple languages to communicate clearly and consistently. -Newsletter and flyers in multiple languages to reinforce our Parent Square calls -Website information and calendar provided in multiple languages -Use of weekly announcements to explore themes of interest to the school community (e.g. Bullying, chronic absenteeism, performance data, etc.) -Family Nights -Timesheets for staff (Title I) -Materials -Guest speaker contract (Title I) -Postage and meeting materials Activities to include but are not limited to these specific events: • La Posada/Winter Choir Concert • Annual Carnival -Trunk or Treat • Back To School Night • PTA (Parent-Teacher Association) • School Site Council • ELAC - English Language Arts Committee • Parent Volunteers • Administer Parent Survey, CHKS (CA Healthy Kids Survey) • Open House Materials, supplies, and equipment to support communication with parents, including but not limited to speakers, stands, lights, and more. Materials and supplies to support any Family Night Activities (Game Night, Science Night, Movie Night, ELAC, SSC, PTA, and more) Parent Liaison support Material, supplies, light snacks, and childcare for any parent activities and other supplies as needed for the activity's success.	All student groups with an emphasis on Students with Disabilities and English Learners.	250 Supplemental/Concentration 896 Title I Part A: Basic Grants Low-Income and Neglected 200 Title I Part A: Parent Involvement 150 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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.

The last two years' strong focus on PLCs and collaborative teams, and additional time allocated for planning, norming, and intervention, have been crucial to achieving Goal 2. The SPSA resources reserved for the 204-25 school year enabled more teachers to engage in after-school intervention practices and further collaboration. Efforts by the Wellness Team and a Fall focus on Ant-Bullying curriculum and Sunday Messages increased communication about bullying, and were supported by Tier II and Tier III funding, which was significantly beneficial. At the beginning of the year, the staff reworked the discipline referral process to explicitly list out interventions teachers could use to address increasing behavior challenges in the classroom, as well as clean up the documentation aspect. We explored the expansion of "alternatives to suspension" regularly, which was well-received by the community. Teachers and staff cite an October roll-out of integrated intervention time (AKA "WIN Time"), paid collaboration/intervention time, collaboratively established classroom expectations, wellness team/Tier II meetings, case management, the expansion of the Wellness Team, and targeted work on i-Ready 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.

A handful of teacher driven initiatives put clerical extra duty hours put us overbudget in the "Site Leadership" and "Clerical Extra Duty" lines- all of which was appropriate and necessary for our instructional initiatives and site operation and will need to be accounted for in next year's budget. The FACE (Family Engagement) committee never really got off the ground this year so no additional funds were needed under 2.2 but already scheduled events were able to take advantage of this budgeting.

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 redefining the Bilingual Para position to move away from Kinder support to Intermediate Intervention support and increase the hours to address the equity issue between Primary and Intermediate integrated interventions. We will continue to invest in all PLC-related practices and products, including PD, and increase release time for teachers to share best practices, as well as support the host of new staff members, with paid collaboration time. We will consider hiring work/study tutors for intervention. We will continue the practice of a twice-yearly PBIS/SEL kick-off assembly of school expectations and other Dragon Way activities. We will continue "Guiding Coalition/Teaching and Learning Team" as a paid opportunity as opposed to an Adjunct Duty. We will fund an additional staff hour with benefits etc. to cover the gap between Attendance Clerks as well as support the loss of Health Techs. Considering funding part-time RTI to supplement/replace the loss of a Behavior Specialist.

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 2023-'24 was 370 students, the largest population being our Hispanic-Latino group, which made up 71 of our student population. 27.3% of our total population were considered English Learners (EL). 57.7% of our English Learners are progressing towards English language proficiency, which is in the "very high" performance level category. Twenty-three point nine percent students maintained ELPI levels 1-3H, and none maintained level 4. Fifty seven point seven percent students progressed at least one level. With over half of students making progress, support of ELLs is a relative strength and continues to be a priority at Maxwell.

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)	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. 2022-'23 Data: 16 reclassified/112 total EL = 14% 2023-'24 Baseline: 13 students reclassified = 12.6% 2024-'25 Outcome: As of 2/25 9 reclassified this school year. Current reclass rate is 9%	Maintain RFEP of above 10% by end of each school year.
Reclassification of SPED/ELs	2023-'24 Baseline: Number of Dually Identified ELL/Sped Students: 24 students which equals 24.1% of the 101 ELLs in 2023-'24.	Reclassify 100% of all Dually Identified SPED/EL students who have an Alternate Summative ELPAC level 3 as well as SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.
English Learner Progress Indicator (ELPI)	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. 2022-'23 Data: 51.3% of ELLs are progressing towards English language proficiency based on the 2022 CA. Dashboard. "Medium" performance level category. 2023-'24 Baseline: 44.3% of ELLs are making progress toward proficiency. Performance band Orange (Low). 2024-'25 Outcome: 57.7% of ELLs are making progress toward proficiency. Performance band Blue (Very High).	Maintain the percentage of ELLs progressing to proficiency to at least above 50% .
Improve the school's rating of the English Learner Roadmap Principle 1 on the self-assessment.	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	Increase each sub-component by .2 to reach an average of 3 in Principle 1.

	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. 2022-'23 Data: Principle 1: Assets Oriented Approach A: 2 B: 3 C: 3 D: 2 E: 2 Principle 1 AVG: 2.4 2023-'24 Baseline: Principle 1- A: 3 B: 2.5 C: 3 D: 2 E: 2 Principle 1 AVG: 2.5 2024-'25 Outcome: Principle 1: Average 2.8 Principle 2: Average 2.9 Principle 3: Average 2.5	
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	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 2022-'23 Data: 61% of ELLs reaching typical growth on the mid-year assessment in ELA 29% of ELLs reaching typical growth on the mid-year assessment in Mathematics 2023-'24 Baseline: 47.67% of ELLs meeting Typical Growth in ELA 51.33% of ELLs meeting Typical Growth in Math 2024-'25 Outcome: 50% of ELLs meeting typical growth on the mid-year assessment in ELA. 51% of ELLs reaching typical growth on the mid-year assessment in Mathematics	Maintain the percent of ELLs meeting typical growth on the mid-year assessment in ELA at 50% or above. Maintain the percent of ELLs reaching typical growth on the mid-year assessment in Mathematics at 50% or above.

Improve the school's rating of the English Learner Roadmap Principle 2 on the self-assessment.	2021-'22 Data: No data available. 2022-'23 Data: 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 2023-'24 Baseline: Principle 2- A: 3 B: 3 C: 3 D: 3 E: 3 F: 2 G: 2.5 Principle 2 AVG: 2.8 2024-'25 Outcome: Principle 2: Average 2.9	Increase each sub-component by .1 to reach an average of 3 in Principle 2.
--	--	--

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	Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction through: -Teacher training, EL Monitoring, and Assessments *Title I Funded Includes release time for EL Specialist and Substitutes for teachers Goal Setting and Data Chats Strong Understanding of Reclassification Benchmarks by All Stakeholders (student, teacher, parent) Emphasizing Academic Language During Integrated and Designated English Language Development Using Listening and Speaking Skills Before Writing and Reading Focus on reading and writing school-wide for our English Learner students Integrate strategies obtained through EL Rise/OLE (ELL Instruction Strategies) training into regular practice and collaboration time	English Learners (EL)	1080 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Utilize EL Specialist's expertise during Academic Conferencing to plan interventions for EL Students in ELA and Mathematics Continue implementation of EL Specialist coaching practices to support ELLs in the general education setting Apply PLC Data Analysis Protocols to significant subgroups (ELLs)		
3.2	Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction through: -Professional Development *Title I Funded Provide opportunities for the EL Specialist and teacher/ELAC Members to attend PD/Conferences on EL Strategies including, but not limited to the California Association of Bilingual Educators (CABE) conference and PD on Early Literacy 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. Provide support for EL Parent Nights	English Learners (EL)	7850 Title I Part A: Basic Grants Low-Income and Neglected 746 Title I Part A: Parent Involvement 500 Supplemental/Concentration
3.3	Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction through: -Targeted Interventions *Title I Funded "WIN" (What I Need) Time to support all students in English Language Development (ELD)/ academic language development (ALD) Newcomer group (If numbers support a group) Providing Tier II Intervention and Reteaching; by identifying students by language proficiency level and EL profile, staff will work with English Learner specialists to plan instruction focused on intervention and differentiation to meet students' needs by proficiency level during content instruction. Response to Intervention Tier II Support	English Learners (EL)	1000 Title I Part A: Basic Grants Low-Income and Neglected
3.4	Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction through:	English Learners (EL)	400 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Literature and Supplies For any of the above activities		200 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2024-25

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 have completed two years of ABC OLE PD, and we are starting to see results in 3rd-grade ELPI. ABC OLE and EL RISE PD for Intermediate have provided multiple best practices that teachers integrate into their regular work, and 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. We continue to identify ELLs in all data reviews, academic conferencing, and intervention practices- this has been instrumental in supporting those students' curricula through intervention. Teachers also cite Grade Level Collaboration, WIN Time, and additional money for clubs as supporting actions.

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

We increased our CAFE attendance by one teacher and the principal this year, compared to only one teacher, one staff and EL Specialist)- making the total of four people in 2024-'25.

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

We will continue to allocate funds for sending 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 be adding additional days to the EL Specialist schedule to support ELPAC testing to maximize student success. Additionally- any PD that supports English Language Learners- including Early Literacy will need to be named in the Site Plan moving forward as well as additional efforts into engagement opportunities specifically for ELAC families.

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 2024-'25, 79% of respondents reported "Caring Adults in School," 79% ,16% reported "Frequent Sadness," and 74% reported "Wellness," with 33% of 5th Grade Maxwell students participating. In the Fall 2023 SAEBERS Universal Behavior Screener, teacher and students K-6: Low risk: 51%, Some risk: 14%, and High risk: 27%.

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	2021-'22 Data: Maxwell partnered with over 16 community and other programs that provided students with opportunities for engagement. 2022-'23 Data: Thirteen Identified Partnerships maintained and/or established. 2023-'24 Baseline: Eighteen identified partnerships maintained and/or established. 2024-'25 Outcome: Eighteen identified partnerships maintained and/or established.	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	2021-'22 Data: Due to the COVID-19 pandemic, our extracurricular programs were limited. Maxwell provided 4 programs of	Offer at least one year long and at least one Fall and Spring extracurricular program.

	recess and after-school clubs to support students' needs. 2022-'23 Data: One program in the Fall (Choir) and two in the spring (Choir and TK/K Art Club) 2023-'24 Baseline: Two programs in the Fall (Choir and Nature Journaling) and three in the Spring (Choir, Nature Journaling, and Art Club) 2024-'25 Outcome: Two programs in the Fall (Choir and Cross Country) and two in the Spring (Choir and LEGO Builders Club)	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	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. 2022-'23 Data: 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. 2023-'24 Outcome: Implemented Fall Safety Survey- 172 3rd-6th grade students participated - 86% participation, Spring YAC Survey 2024-'25 Outcome: Implemented Fall Safety Survey- 177 1st-6th grade students participated- 56% participation	Continue to offer two surveys over the school year with at least 50% student participation.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	2021-'22 Data: 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. 2022-'23 Data:	Continue to participate in YAC activities over the school year with appropriate demographic participation.

	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. 2023-'24 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. 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. 2024-'25 Outcome: 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. 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.	
--	---	--

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	Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community through: -Students groups and Support *Title I Funded Including, but not limited to: Youth Advisory Council/Student Action Team Student Senate Conflict Managers Mentors / Role Models in primary classrooms - Ambassadors Reading Buddies - all grade levels - quarterly	All student groups with an emphasis on Students with Disabilities and English Learners.	300 Title I Part A: Basic Grants Low-Income and Neglected 200 Supplemental/Concentration 1300 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Student-Run After-School Clubs Trimester Goal Setting for students Student of the Week		
4.2	Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community through: -Campus Events and Activities *Partially Title I Funded Can include, but not limited to: Field Trips, guest speakers, and presentations are not limited to but could include: Walking (or bus transportation) to local businesses representing career paths. Guest speakers to visit classrooms, both speakers who are in professions that are based on college degrees as well as career technical education Career exploration- invite guests to share their career paths, successes, and struggles to achieve their goals. Visit WHS (Woodland High School) to see Ag in Action and their greenhouse Field Day Soccer Club/Tournament		300 Supplemental/Concentration 500 Title I Part A: Basic Grants Low-Income and Neglected
4.3	Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community through: -Alternative to Recess Program (Or other programs created by the Youth Advisory Council), Activities, and Supplies Stipend(s), planning, student activities, materials, assemblies, equipment, and other needed items		560 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

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 are adding funds to Goal 4 to include student directed clubs as well as continue to support the Alternative to Recess program, which is still in development.

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	\$85,096
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$218,172.00
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	\$84,150.00
Title I Part A: Parent Involvement	\$946.00

Subtotal of additional federal funds included for this school: \$85,096.00

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 (\$)
Arts and Music in Schools	\$72,349.00
Site Discretionary	\$7,327.00
Supplemental/Concentration	\$53,400.00

Subtotal of state or local funds included for this school: \$133,076.00

Total of federal, state, and/or local funds for this school: \$218,172.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	72,349.00
Site Discretionary	7,327.00
Supplemental/Concentration	53,400.00
Title I Part A: Basic Grants Low-Income and Neglected	84,150.00
Title I Part A: Parent Involvement	946.00

Expenditures by Budget Reference

Budget Reference	Amount
	215,372.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	72,349.00
	Site Discretionary	7,327.00
	Supplemental/Concentration	53,400.00
	Title I Part A: Basic Grants Low-Income and Neglected	84,150.00
	Title I Part A: Parent Involvement	946.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	85,989.00
Goal 2	117,247.00
Goal 3	11,776.00
Goal 4	3,160.00

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
Cristina Mendoza	Parent or Community Member
Heather Duffy	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

ASAC
DA111

English Learner Advisory Committee

Other: Youth Advisory Committee Representative

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 5/1/23.

Attested:

AMS
C Mendez

Principal, Adam McLearn on 4/25/25

SSC Chairperson, Cristina Mendoza on 4/25/25