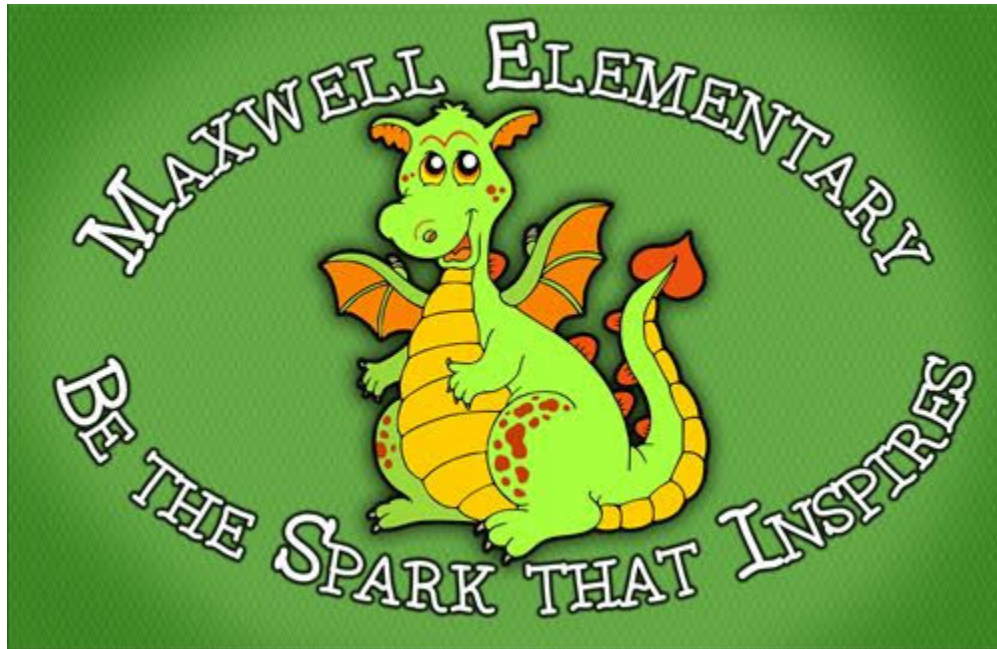




School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rhoda Maxwell Elementary School	57727100000000	4/25/26	

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.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	6
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	17
Student Population.....	21
Overall Performance	23
Academic Performance.....	25
Academic Engagement	33
Conditions & Climate.....	36
Goals, Strategies, & Proposed Expenditures.....	38
Goal 1.....	38
Goal 2.....	43
Goal 3.....	55
Goal 4.....	63
Budget Summary	70
Budget Summary	70
Other Federal, State, and Local Funds	70
Budgeted Funds and Expenditures in this Plan	71
Funds Budgeted to the School by Funding Source.....	71
Expenditures by Funding Source	71
Expenditures by Budget Reference	71
Expenditures by Budget Reference and Funding Source	71
Expenditures by Goal.....	71
School Site Council Membership	72
Recommendations and Assurances	73

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 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's needs by providing opportunities for all students to meet the rigor of state academic standards.
- The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide enriching and accelerated curriculum programs, activities, and courses necessary to provide a well rounded education. Strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting academic standards.

* The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- A school and family engagement policy
- A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

Educational Partner Involvement

How, when, and with whom did Rhoda Maxwell Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Maxwell's School Site Council (SSC) scheduled a total of six meetings this year to review school data, monitor progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan. The dates include 9/30/25, 10/28/25, 12/2/25, 1/13/26, 3/17/26, 4/2/26, 5/5/26 and 6/2/26.

Formal needs assessments were conducted with multiple educational partner groups during the 2025-26 school year, including ELAC (English Learner Advisory Committee), CCC (Cafe, Conchas, & Conversations), 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) reviewed the 2025-2026 SPSA on 12/2/2025. During that meeting, the team monitored and reviewed school plan implementation and data review. On 3/17/26, the team conducted a needs assessment and was presented with 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 2026-2027 school year. The team met on 10/21/25, 12/16/25, 1/27/26, 2/24/26, 3/24/26, and plan to meet on 4/15/26, 5/19/26.

During the March 24th, 2026 meeting, the ELAC monitored and reviewed the implementation of the school plan. On 3/24/26, the team conducted a needs assessment, presented with school data, and developed recommendations for the Site Council.

The Youth Advisory Committee (YAC) scheduled eight 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 twelve students demographically representative of Maxwell Elementary students, with four representatives from fourth 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 1/13/26 meeting, the YAC reviewed the 2025-26 SPSA. Also, in the 1/13/26 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. Creating a more structured recess with more supervision and coaching on how to play recess games. Also providing an indoor recess option.. In the 3/3/26 meeting, the students specifically performed a needs assessment on SPSA Goal 4. In the 4/14/26 meeting, the team will complete the revision of last year's work on the mission/vision of the "alternative to recess" program and the 2026-2027 SPSA, as well as implementing our younger leadership group "Chispitas" for TK-1st graders and adding 3rd graders to our YAC.

Principal Menendez meets biweekly with students during their lunchtime to get feedback about our school 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 12/17/25 Site Level Meeting Deep Data Dive Collaboration on Wednesday.

On 3/18/26 and 3/25/2026, 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.

Bimonthly meetings were held with our Lit Para Team to review their assessment data and supports for student groups, while also planning for WIN time groups and testing based on student data and needs.

Our sitewide safety committee was created this year with teachers, and ongoing input from our students and classified staff. We met on 9/2/26, 10/14/26, 12/11/26, and discuss safety as part of our weekly Wednesday Site Level Meetings to include all staff.

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 4/15/26. 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.

ELAC conducted a needs assessment on 3/18/26 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. The EL Specialist contribution to Goal 3 planning on 3/16/26.

Youth Advisory Council conducted a needs assessment on 4/15/26 and did an in-depth analysis of LCAP/SPSA Goal Four. YAC recommended conducting student surveys (on career interests for career day) and ideas for assemblies.

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.

Areas Identified for Improvement (Based on California School Dashboard and Local Data 2025-2026)

English Language Arts (ELA) – Orange: A significant number of students are performing below grade-level standards. Performance gaps are evident among English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

Mathematics – Orange: Student achievement indicates a need to improve the number of students meeting grade-level standards, with similar performance gaps among identified student groups.

English Learner Progress Indicator (ELPI) – Orange: Data indicates a need to strengthen designated and integrated English Language Development (ELD) instruction to support English Learners in making progress toward proficiency.

Chronic Absenteeism – Orange: A portion of students are missing significant instructional time, which impacts engagement and academic progress.

Steps Taken to Address Areas of Need

Strengthening Tier 1 instruction in ELA and mathematics through standards-aligned curriculum and effective instructional strategies.

Providing targeted small-group intervention and additional supports for students performing below grade level.

Increasing emphasis on integrated and designated ELD strategies across subject areas to support English Learners.

Using data-driven instruction and regular progress monitoring to identify and respond to student learning needs.

A review of the California School Dashboard and local data for Maxwell Elementary School identified areas requiring continued improvement. Dashboard indicators in the Orange performance category highlight the need to strengthen outcomes in English Language Arts (ELA) and Mathematics, where a significant number of students are performing below grade-level standards. Performance gaps are evident among several student groups, including English Learners, Students with Disabilities, and socioeconomically disadvantaged students, whose outcomes fall below the overall school average. Local benchmark assessments and classroom data also indicate a need for continued focus on foundational

literacy skills, mathematical reasoning, and differentiated instruction to meet the needs of all learners. Additionally, English Learner progress and chronic absenteeism remain areas of focus. While some English Learners are making progress toward proficiency, data suggests the need for stronger implementation of both designated and integrated English Language Development (ELD) strategies across content areas. Attendance data indicates that a portion of students are missing significant instructional time, which impacts academic progress

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.

Dashboard data indicates that some student groups are performing two or more performance levels below the “All Students” group on state indicators, highlighting persistent achievement gaps. English Learners demonstrate lower performance levels in English Language Arts and Mathematics, indicating a continued need for targeted language development and academic support. Students with Disabilities perform below the “All Students” group in both ELA and Mathematics, reflecting the need for increased access to differentiated instruction, intervention, and specialized supports. Socioeconomically Disadvantaged students also show lower levels of performance in academic indicators, suggesting a need for continued focus on equitable access to rigorous instruction and targeted interventions.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.51%	0.54%		2	2
African American	1.62%	2.28%	1.36%	6	9	5
Asian	4.59%	5.06%	6.81%	17	20	25
Filipino	0.54%	0.51%	0.27%	2	2	1
Hispanic/Latino	70.54%	72.41%	74.66%	261	286	274
Pacific Islander	%	0.51%	0.27%		2	1
White	17.30%	14.43%	11.72%	64	57	43
Two or More Races	2.70%	2.53%	2.18%	10	10	8
Not Reported	2.70%	1.77%	2.18%	10	7	8
Total Enrollment				370	395	367

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		32	29
Kindergarten	40	47	50
Grade 1	56	43	47
Grade 2	49	59	37
Grade3	54	52	52
Grade 4	47	60	45
Grade 5	51	51	60
Grade 6	49	51	47
Total Enrollment	370	395	367

Conclusions based on this data:

1. Transition from Enrollment Growth to Stabilization. After a period of steady expansion that peaked at 395 students in the 2024-25 school year, Rhoda Maxwell Elementary experienced a 7% decrease, bringing the 2025-26 enrollment to 367 students. This reversal of the previous upward trend indicates a shift toward enrollment

contraction. Consequently, SPSA goals should pivot from managing growth to optimizing current resources and ensuring instructional consistency within a smaller student body.

2. **Continued Growth of the Hispanic/Latino Demographic**
The concentration of the Hispanic/Latino student group has increased for three consecutive years, now comprising 74.66% of the student population. Conversely, the White student population has declined significantly from 17.30% in 2023-24 to 11.72% in 2025-26. These data points emphasize a critical need to sustain and potentially expand funding for English Learner (EL) support and culturally responsive instructional materials to meet the needs of the growing majority demographic.
3. **Strengthening of Early Primary Foundation**
Despite the overall enrollment dip, Kindergarten enrollment has increased steadily from 40 students in 2023-24 to 50 students in 2025-26. When combined with the now-established Transitional Kindergarten (TK) program, which serves 29 students, nearly 22% of the total student body is now concentrated in the TK-K grade levels. This creates a strategic opportunity for the SPSA to prioritize early literacy and foundational interventions that will impact student success as these larger cohorts matriculate through the grades.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	101	97	97	27.3%	24.6%	26.4%
Fluent English Proficient (FEP)	36	35	40	9.7%	8.9%	10.9%

Conclusions based on this data:

1.

Stabilization of EL Student Population

While the absolute number of English Learners has remained consistent at 97 students for the past two school years (2024-25 and 2025-26), the percentage of the student body they represent has increased from 24.6% to 26.4%. This indicates that while overall school enrollment may be fluctuating, the density of English Learners is rising, requiring a sustained and focused allocation of language support resources.
2.

Growth in English Language Proficiency

The data shows a positive trend in students reaching English proficiency. The number of Fluent English Proficient (FEP) students increased from 35 in 2024-25 to 40 in 2025-26, representing a growth from 8.9% to 10.9% of the total population. This upward trend suggests that current instructional strategies for language acquisition are yielding measurable results.
3.

Consistency in High-Need Student Groups

English Learners continue to comprise over one-quarter (26.4%) of the total student enrollment at Rhoda Maxwell Elementary. Because this group remains a significant and stable demographic within the school, the SPSA should continue to prioritize funding for specialized staffing, professional development in integrated ELD, and targeted interventions to ensure equitable academic outcomes.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	57	50	51	57	50	51	57	50	100.0	100	100
Grade 4	57	50	59	56	47	57	56	47	57	98.2	94	96.6
Grade 5	48	50	48	48	49	48	48	49	48	100.0	98	100
Grade 6	48	49	53	48	48	53	48	48	53	100.0	98	100
All Grades	204	206	210	203	201	208	203	201	208	99.5	97.6	99

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2346.	2369.	2354.	5.88	1.75	4.00	7.84	22.81	10.00	17.65	28.07	26.00	68.63	47.37	60.00
Grade 4	2423.	2394.	2418.	8.93	8.51	12.28	19.64	4.26	17.54	26.79	25.53	19.30	44.64	61.70	50.88
Grade 5	2458.	2491.	2471.	10.42	14.29	8.33	25.00	40.82	22.92	31.25	18.37	33.33	33.33	26.53	35.42
Grade 6	2480.	2502.	2506.	4.17	10.42	9.43	27.08	31.25	28.30	37.50	31.25	39.62	31.25	27.08	22.64
All Grades	N/A	N/A	N/A	7.39	8.46	8.65	19.70	24.88	19.71	28.08	25.87	29.33	44.83	40.80	42.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.92	3.51	8.00	52.94	66.67	44.00	43.14	29.82	48.00
Grade 4	8.93	2.13	8.77	71.43	76.60	57.89	19.64	21.28	33.33
Grade 5	10.42	22.45	16.67	58.33	57.14	58.33	31.25	20.41	25.00
Grade 6	10.42	12.50	13.21	52.08	60.42	56.60	37.50	27.08	30.19
All Grades	8.37	9.95	11.54	59.11	65.17	54.33	32.51	24.88	34.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.96	1.75	4.00	25.49	45.61	32.00	72.55	52.63	64.00
Grade 4	5.36	6.38	5.26	48.21	27.66	45.61	46.43	65.96	49.12
Grade 5	8.33	8.16	8.33	62.50	71.43	54.17	29.17	20.41	37.50
Grade 6	6.25	4.17	9.62	54.17	62.50	57.69	39.58	33.33	32.69
All Grades	5.42	4.98	6.76	47.29	51.74	47.34	47.29	43.28	45.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.88	8.77	6.00	76.47	70.18	64.00	17.65	21.05	30.00
Grade 4	5.36	6.38	14.04	73.21	78.72	73.68	21.43	14.89	12.28
Grade 5	10.42	4.08	8.33	64.58	85.71	70.83	25.00	10.20	20.83
Grade 6	6.25	18.75	9.43	77.08	62.50	83.02	16.67	18.75	7.55
All Grades	6.90	9.45	9.62	72.91	74.13	73.08	20.20	16.42	17.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.92	3.51	4.00	54.90	77.19	60.00	41.18	19.30	36.00
Grade 4	1.79	0.00	7.02	80.36	63.83	64.91	17.86	36.17	28.07
Grade 5	12.50	8.16	6.25	62.50	77.55	72.92	25.00	14.29	20.83
Grade 6	8.33	12.50	3.77	70.83	64.58	83.02	20.83	22.92	13.21
All Grades	6.40	5.97	5.29	67.49	71.14	70.19	26.11	22.89	24.52

Conclusions based on this data:

1. Overall ELA Performance and Growth

In the 2024-25 school year, 57.69% of students met, exceeded, or nearly met the standard in English Language Arts, reflecting a 1.8% increase in the percentage of students meeting or exceeding standards compared to the

previous year. While the school is showing a positive upward trend in general proficiency, the data indicates that 42.31% of students still fall into the "Standard Not Met" category, necessitating continued focus on Tier 1 core instruction.

2. Relative Strength in Listening and Research/Inquiry

The school demonstrates significant strength in the Listening and Research/Inquiry domains. In 2024-25, 82.7% of students performed "At/Near" or "Above" the standard in Listening, and 75.48% did so in Research/Inquiry. These areas represent the school's highest-performing instructional strands and should be leveraged as "bright spots" to model successful teaching strategies for other academic domains.

3. Critical Area for Growth: Writing and Reading Literacy

While there were slight improvements, Writing remains the area of greatest challenge, with 45.89% of students still scoring "Below Standard." Additionally, the percentage of students scoring "Below Standard" in Reading increased from 24.88% in 2023-24 to 34.13% in 2024-25. These results highlight a critical need to prioritize writing-across-the-curriculum initiatives and intensive reading interventions in the coming SPSA cycle.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	57	50	51	57	50	51	57	50	100.0	100	100
Grade 4	57	50	59	57	49	57	57	49	57	100.0	98	96.6
Grade 5	48	50	48	48	50	48	48	50	48	100.0	100	100
Grade 6	48	49	53	46	49	52	46	49	52	95.8	100	98.1
All Grades	204	206	210	202	205	207	202	205	207	99.0	99.5	98.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2341.	2381.	2375.	1.96	3.51	4.00	7.84	26.32	14.00	21.57	24.56	28.00	68.63	45.61	54.00
Grade 4	2419.	2414.	2417.	3.51	2.04	3.51	17.54	16.33	14.04	31.58	42.86	43.86	47.37	38.78	38.60
Grade 5	2428.	2464.	2436.	6.25	4.00	8.33	8.33	16.00	8.33	18.75	38.00	20.83	66.67	42.00	62.50
Grade 6	2459.	2460.	2469.	4.35	8.16	3.85	8.70	10.20	13.46	36.96	24.49	32.69	50.00	57.14	50.00
Grade 11															
All Grades	N/A	N/A	N/A	3.96	4.39	4.83	10.89	17.56	12.56	27.23	32.20	31.88	57.92	45.85	50.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.92	8.77	2.00	31.37	43.86	44.00	64.71	47.37	54.00
Grade 4	3.51	4.08	3.51	36.84	48.98	45.61	59.65	46.94	50.88
Grade 5	6.25	8.00	4.17	29.17	52.00	41.67	64.58	40.00	54.17
Grade 6	6.52	8.16	5.77	43.48	32.65	36.54	50.00	59.18	57.69
Grade 11									
All Grades	4.95	7.32	3.86	35.15	44.39	42.03	59.90	48.29	54.11

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.96	12.28	6.00	41.18	47.37	52.00	56.86	40.35	42.00
Grade 4	5.26	4.08	7.02	52.63	46.94	52.63	42.11	48.98	40.35
Grade 5	4.17	4.00	6.25	43.75	60.00	43.75	52.08	36.00	50.00
Grade 6	0.00	4.08	1.92	50.00	38.78	51.92	50.00	57.14	46.15
All Grades	2.97	6.34	5.31	47.03	48.29	50.24	50.00	45.37	44.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.92	7.02	4.00	52.94	63.16	60.00	43.14	29.82	36.00
Grade 4	5.26	8.16	3.51	59.65	51.02	59.65	35.09	40.82	36.84
Grade 5	4.17	6.00	8.33	58.33	60.00	35.42	37.50	34.00	56.25
Grade 6	4.35	6.12	5.77	54.35	57.14	59.62	41.30	36.73	34.62
All Grades	4.46	6.83	5.31	56.44	58.05	54.11	39.11	35.12	40.58

Conclusions based on this data:

1. Shift in Overall Mathematics Achievement

While the school saw a strong performance gain in 2023-24, the 2024-25 results indicate a slight decline in overall proficiency. The percentage of students meeting or exceeding standards moved from 21.95% to 17.39%. When including students who "Nearly Met" the standard, the total reaches 49.27%. This suggests a need to strengthen Tier 1 instruction and targeted interventions to move the large "Nearly Met" group (31.88%) into the proficient range.

2. Relative Strength in Problem Solving and Reasoning

Students demonstrate the highest level of competency in the Problem Solving & Modeling/Data Analysis and Communicating Reasoning domains. In 2024-25, 55.55% of students scored "At/Near" or "Above Standard" in Problem Solving, and 59.42% did so in Communicating Reasoning. These areas represent foundational strengths in mathematical thinking that can be leveraged to support more technical skill development.

A notable "bright spot" in the data is the performance of the 6th-grade cohort, where 65.39% of students scored "At/Near" or "Above Standard" in Communicating Reasoning. This grade level also saw the lowest percentage of

students scoring "Below Standard" (34.62%) across the entire school. This suggests that instructional practices or curriculum implementation at the 6th-grade level may provide a successful model for peer-to-peer reasoning and justification strategies.

3. Critical Need in Concepts & Procedures

The domain of Concepts and Procedures (Applying mathematical concepts and procedures) remains the most significant area for growth. Over half of the student population (54.11%) scored "Below Standard" in this category in 2024-25, a notable increase from 48.29% the previous year. To address this, the SPSA should prioritize professional development and resources focused on building procedural fluency and computational accuracy across all grade levels.

The data identifies a critical need for intervention in 5th grade, where the percentage of students scoring "Below Standard" in reasoning jumped from 34% in 2023-24 to 56.25% in 2024-25. To address this, the SPSA should prioritize targeted professional development for 5th-grade educators, focusing on "talk moves" and structured mathematical discourse to help students better articulate and support their mathematical findings.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1421.9	1395.8	1399.7	1441.3	1414.3	1412.4	1376.8	1352.6	1369.8	20	16	16
1	1446.4	1467.2	*	1481.2	1473.9	*	1411.0	1460.2	*	13	12	9
2	1464.7	1467.7	*	1470.4	1491.7	*	1458.6	1443.4	*	16	15	9
3	1463.1	1484.7	1496.4	1469.9	1489.4	1498.5	1456.0	1479.4	1493.9	15	16	15
4	1511.9	1490.1	1507.7	1513.4	1483.8	1508.8	1509.8	1495.9	1506.3	13	16	17
5	1560.6	1518.5	1521.8	1568.6	1514.5	1506.2	1552.3	1521.6	1536.8	11	11	13
6	*	*	1559.1	*	*	1562.6	*	*	1554.8	5	6	11
All Grades										93	92	90

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.00	6.25	6.25	50.00	25.00	25.00	35.00	37.50	56.25	10.00	31.25	12.50	20	16	16
1	0.00	25.00	*	46.15	25.00	*	46.15	50.00	*	7.69	0.00	*	13	12	*
2	12.50	0.00	*	31.25	60.00	*	43.75	26.67	*	12.50	13.33	*	16	15	*
3	6.67	0.00	13.33	13.33	56.25	46.67	46.67	25.00	33.33	33.33	18.75	6.67	15	16	15
4	15.38	18.75	11.76	38.46	43.75	41.18	38.46	18.75	41.18	7.69	18.75	5.88	13	16	17
5	54.55	27.27	38.46	18.18	27.27	23.08	18.18	36.36	23.08	9.09	9.09	15.38	11	11	13
6	*	*	36.36	*	*	54.55	*	*	9.09	*	*	0.00	*	*	11
All Grades	17.20	16.30	16.67	33.33	39.13	36.67	36.56	29.35	35.56	12.90	15.22	11.11	93	92	90

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	25.00	12.50	45.00	25.00	43.75	25.00	18.75	25.00	10.00	31.25	18.75	20	16	16
1	30.77	33.33	*	61.54	41.67	*	0.00	25.00	*	7.69	0.00	*	13	12	*
2	12.50	20.00	*	43.75	66.67	*	37.50	13.33	*	6.25	0.00	*	16	15	*
3	13.33	43.75	33.33	46.67	31.25	53.33	20.00	12.50	13.33	20.00	12.50	0.00	15	16	15
4	46.15	25.00	29.41	38.46	43.75	58.82	7.69	6.25	5.88	7.69	25.00	5.88	13	16	17
5	72.73	54.55	46.15	27.27	36.36	23.08	0.00	0.00	15.38	0.00	9.09	15.38	11	11	13
6	*	*	72.73	*	*	27.27	*	*	0.00	*	*	0.00	*	*	11
All Grades	33.33	35.87	32.22	41.94	39.13	41.11	16.13	11.96	16.67	8.60	13.04	10.00	93	92	90

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	24.14	0.00	6.25	13.79	6.25	0.00	41.38	56.25	81.25	20.69	37.50	12.50	29	16	16
1	0.00	25.00	*	22.22	16.67	*	16.67	33.33	*	61.11	25.00	*	18	12	*
2	0.00	0.00	*	35.71	33.33	*	28.57	26.67	*	35.71	40.00	*	14	15	*
3	6.25	0.00	6.67	25.00	25.00	26.67	43.75	50.00	53.33	25.00	25.00	13.33	16	16	15
4	7.69	6.25	0.00	38.46	25.00	47.06	53.85	43.75	23.53	0.00	25.00	29.41	13	16	17
5	0.00	0.00	15.38	7.14	36.36	23.08	71.43	45.45	46.15	21.43	18.18	15.38	14	11	13
6	*	*	9.09	*	*	54.55	*	*	36.36	*	*	0.00	*	*	11
All Grades	7.53	6.52	5.56	17.20	25.00	30.00	41.94	41.30	43.33	33.33	27.17	21.11	93	92	90

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	18.75	6.25	60.00	62.50	81.25	20.00	18.75	12.50	20	16	16
1	61.54	66.67	*	30.77	33.33	*	7.69	0.00	*	13	12	*
2	18.75	13.33	*	75.00	86.67	*	6.25	0.00	*	16	15	*
3	20.00	31.25	33.33	53.33	50.00	60.00	26.67	18.75	6.67	15	16	15
4	46.15	43.75	52.94	38.46	25.00	35.29	15.38	31.25	11.76	13	16	17
5	45.45	18.18	30.77	54.55	72.73	61.54	0.00	9.09	7.69	11	11	13
6	*	*	20.00	*	*	80.00	*	*	0.00	*	*	10
All Grades	32.26	31.52	29.21	54.84	55.43	60.67	12.90	13.04	10.11	93	92	89

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	18.75	18.75	65.00	50.00	56.25	10.00	31.25	25.00	20	16	16
1	23.08	8.33	*	69.23	91.67	*	7.69	0.00	*	13	12	*
2	25.00	26.67	*	68.75	73.33	*	6.25	0.00	*	16	15	*
3	13.33	43.75	53.33	60.00	43.75	46.67	26.67	12.50	0.00	15	16	15
4	53.85	31.25	17.65	38.46	50.00	76.47	7.69	18.75	5.88	13	16	17
5	81.82	72.73	53.85	18.18	18.18	23.08	0.00	9.09	23.08	11	11	13
6	*	*	90.91	*	*	9.09	*	*	0.00	*	*	11
All Grades	37.63	36.96	34.44	52.69	51.09	53.33	9.68	11.96	12.22	93	92	90

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.00	0.00	0.00	80.00	68.75	75.00	15.00	31.25	25.00	20	16	16
1	0.00	41.67	*	23.08	8.33	*	76.92	50.00	*	13	12	*
2	25.00	0.00	*	37.50	60.00	*	37.50	40.00	*	16	15	*
3	0.00	0.00	0.00	46.67	62.50	46.67	53.33	37.50	53.33	15	16	15
4	15.38	6.25	5.88	30.77	62.50	58.82	53.85	31.25	35.29	13	16	17
5	27.27	0.00	30.77	54.55	63.64	46.15	18.18	36.36	23.08	11	11	13
6	*	*	11.11	*	*	55.56	*	*	33.33	*	*	9
All Grades	10.75	6.52	6.82	49.46	58.70	54.55	39.78	34.78	38.64	93	92	88

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.00	6.25	12.50	45.00	50.00	68.75	45.00	43.75	18.75	20	16	16
1	0.00	0.00	*	84.62	100.00	*	15.38	0.00	*	13	12	*
2	12.50	0.00	*	50.00	80.00	*	37.50	20.00	*	16	15	*
3	0.00	6.25	20.00	46.67	81.25	73.33	53.33	12.50	6.67	15	16	15
4	30.77	12.50	5.88	61.54	68.75	82.35	7.69	18.75	11.76	13	16	17
5	63.64	18.18	7.69	27.27	72.73	76.92	9.09	9.09	15.38	11	11	13
6	*	*	45.45	*	*	54.55	*	*	0.00	*	*	11
All Grades	20.43	10.87	13.33	50.54	71.74	73.33	29.03	17.39	13.33	93	92	90

Conclusions based on this data:

1. Divergence in Oral vs. Written Language Proficiency

A significant gap exists between students' oral and written English skills. For "All Grades" in 2024-25, 73.33% of students scored at Level 3 or 4 in Oral Language, compared to only 35.56% in Written Language. This identifies a critical need for the SPSA to prioritize writing-intensive ELD strategies and scaffolded literacy support to bridge this 37-point proficiency gap.

2. Success in 6th Grade Language Acquisition

The 6th-grade cohort represents a major success point for the school's EL program. In 2024-25, 90.91% of 6th graders reached the "Well Developed" level in the Speaking domain, and 100% scored at Level 3 or 4 for Overall Language proficiency. This suggests that long-term EL support is effectively moving older students toward reclassification (RFEP) readiness.

3. Early Primary Foundation and Writing Growth

While Kindergarten students show a strong foundation in Oral Language (56.25% at Level 3 or 4), their Written Language performance remains a challenge, with 93.75% of students scoring at Level 1 or 2. However, there is a positive trend in the "Beginning" writing tier for Kindergarten, which decreased from 43.75% to 18.75% over the last year. SPSA goals should focus on maintaining this momentum by strengthening foundational writing interventions in the TK-1 grade span.

These conclusions highlight that while Maxwell students are becoming highly effective communicators verbally, the primary barrier to reclassification remains the Written Language domain (Reading and Writing), and this is where our central focus will be.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
395	83.5%	24.6%	0.8%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	24.6%
Foster Youth	3	0.8%
Homeless	7	1.8%
Socioeconomically Disadvantaged	330	83.5%
Students with Disabilities	77	19.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.3%
American Indian	2	0.5%
Asian	20	5.1%
Filipino	2	0.5%
Hispanic	286	72.4%
Two or More Races	10	2.5%
Pacific Islander	2	0.5%
White	57	14.4%

Conclusions based on this data:

1. High Concentration of Underserved Student Groups

Rhoda Maxwell Elementary serves an exceptionally high-need population, with 83.5% of students (330 students) identified as Socioeconomically Disadvantaged and nearly 20% (19.5%) identified as Students with Disabilities. These figures indicate a critical requirement for school-wide systems that prioritize equitable access to resources, specialized instructional support, and robust Social-Emotional Learning (SEL) frameworks to mitigate external barriers to academic success.

2. Significant Density of English Learner Population

The English Learner (EL) population remains a cornerstone demographic at the school, comprising 24.6% of total enrollment (97 students). Because nearly one in four students is actively learning English, high-quality Integrated and Designated ELD must remain a core instructional pillar. The SPSA should continue to prioritize investments in EL specialists and bilingual support staff to ensure these students make consistent annual progress toward reclassification

3. Hispanic Student Outcomes as a Driver of School-Wide Success

With 72.4% of the student body (286 students) identifying as Hispanic, the academic performance of this subgroup is the primary determinant of the school's overall Dashboard ratings. Because this group represents the vast majority of the "All Students" category, narrowing achievement gaps within this demographic particularly in Mathematics and ELA is the most direct and essential path to improving the school's total performance standing.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Correlation Between Academic and Engagement Indicators: The "Orange" status across English Language Arts, Mathematics, and English Learner Progress aligns with the "Red" status in Chronic Absenteeism. This data suggests that inconsistent student attendance is a primary barrier to academic growth. To move academic indicators toward Yellow or Green, the school must first address the foundational issue of attendance by strengthening the connection between the school and families of students who are frequently absent

2. **Stability in Academic Achievement Levels:** Despite the "Orange" performance color for ELA and Math in the 2025 Fall Dashboard, the data on page 22 indicates that the school has maintained its performance levels through consistent PLC and Professional Development efforts. This "maintenance" suggests that while the current Tier 1 instructional strategies are preventing further decline, a shift toward more intensive, data-driven Tier 2 interventions (such as the "WIN Time" model) is required to trigger an upward shift in performance colors.
3. **Prioritizing Alternatives to Suspension for Improved Climate:** While the Suspension Rate is currently in the "Yellow" category, the school notes a rise in behavioral challenges. The conclusion drawn from this data is that continued investment in PBIS (Positive Behavioral Interventions and Supports) and SEL (Social-Emotional Learning) frameworks is critical. By focusing on "alternatives to suspension" as noted on page 23, the school aims to mitigate behaviors before they escalate, thereby keeping students in the classroom where they can access the "first, best instruction" needed to improve academic scores.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 44.9 points below standard Maintained 0.3 points 202 Students	English Learners  Yellow 53.2 points below standard Increased 6.1 points 71 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged  Orange 46.4 points below standard Maintained 2.8 points 174 Students

Students with Disabilities  Orange 92.8 points below standard Increased 32.8 points 55 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 44 points below standard Increased 7.7 points 149 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 56 points below standard Declined 25.3 points 29 Students

Conclusions based on this data:

1. Closing the Achievement Gap for English Learners: While the school overall is in the "Orange" category for ELA, English Learners (ELs) achieved a "Yellow" status, increasing their performance by 6.1 points. This upward trend suggests that the current strategies for EL support are effective, though ELs still remain 53.2 points below standard, indicating a continued need for targeted language-to-literacy bridging.
2. Significant Growth in Students with Disabilities: A standout success in the data is the performance of Students with Disabilities, who saw a substantial increase of 32.8 points. Although this group remains in the "Orange" category at 92.8 points below standard, the rate of improvement is significantly higher than the school-wide average. This confirms that the specialized supports and differentiated instruction implemented in 2024-25 are yielding measurable academic gains.
3. Performance Decline in the White Student Group: While Hispanic and English Learner subgroups showed growth or maintenance, the White student group experienced a significant decline of 25.3 points, moving to 56 points below standard. This divergence highlights a need for the PLC teams to analyze grade-level data more granularly to ensure that "first, best instruction" is meeting the needs of all demographic subgroups, preventing specific populations from falling behind as others improve.

School and Student Performance Data

Academic Performance Mathematics

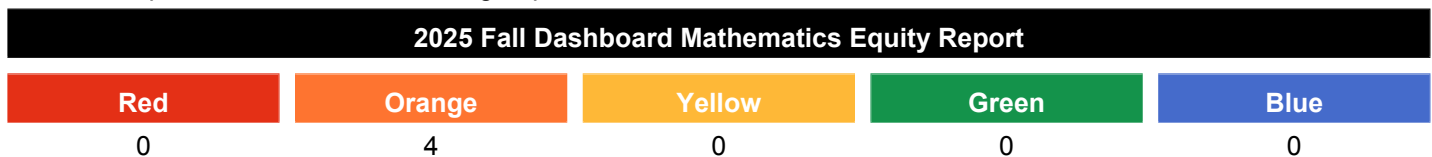
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 72.9 points below standard Declined 5 points 202 Students	English Learners Orange 85.1 points below standard Declined 9.3 points 71 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Orange 75.3 points below standard Declined 4.1 points 174 Students

Students with Disabilities  Orange 129.2 points below standard Increased 4.5 points 55 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 73.3 points below standard Maintained 2.1 points 149 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 92.7 points below standard Declined 35.3 points 29 Students

Conclusions based on this data:

1. **Systemic Challenge in Math Proficiency:** The school-wide "Orange" status and a decline of 5 points (moving to 72.9 points below standard) indicate that Mathematics remains a more significant challenge than ELA. This decline was mirrored across almost all student groups—including English Learners (-9.3 points) and
2. **Special Education as a Bright Spot for Growth:** Similar to the ELA data, Students with Disabilities showed a positive trend in Mathematics, increasing their performance by 4.5 points. While they remain the furthest from the standard (129.2 points below), their unique status as the only subgroup to show growth in Math indicates that the specialized, small-group intervention strategies used by the SPED team are effective and could potentially be modeled for Tier 2 "WIN Time" interventions for other struggling students
3. **Critical Performance Dip in the White Subgroup:** The data reveals a sharp decline in the White student group, which fell by 35.3 points to 92.7 points below standard. This significant drop, combined with the "Orange" status for Hispanic students (who maintained performance but remain 73.3 points below standard), indicates that the "math gap" is widening across diverse demographics. Conclusions suggest that universal screeners must be used more aggressively to identify and support "bubble" students in every subgroup before they fall into the "Standard Not Met" category.

School and Student Performance Data

Academic Performance Science

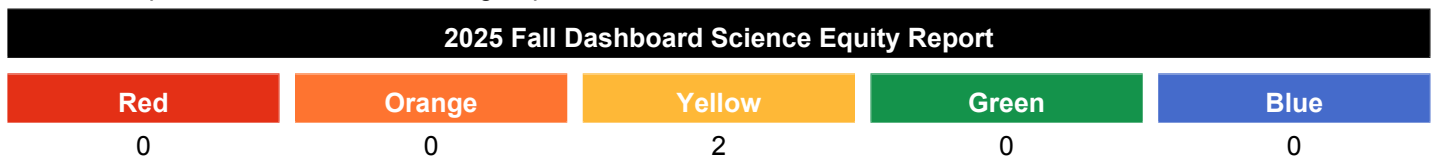
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 48.3 science points Maintained -1.9 points 47 Students	English Learners No Performance Color 49.1 science points Increased 7.5 points 18 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 48.3 science points Maintained -0.3 points 41 Students

Students with Disabilities  No Performance Color 35.3 science points Increased 5.6 points 16 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 46.5 science points Maintained 0.4 points 34 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. The school achieved an overall "Yellow" status in Science with a score of 48.3 points, showing a slight maintenance (-1.9 points) from the previous year. This indicates that while Science instruction is stable, there is a plateau in performance that requires a shift from general content coverage to more rigorous, inquiry-based practices to move toward a "Green" performance level.
2. English Learners as a Growth Leader: A significant highlight in the data is the performance of English Learners, who saw an increase of 7.5 points (reaching 49.1 points). This suggests that the heavy emphasis on Integrated ELD and oral language strategies is successfully translating into the Science domain, allowing EL students to access and express complex scientific concepts effectively.
3. Equity in Performance Across Key Subgroups: The data shows remarkable consistency between the "All Students" group and the Socioeconomically Disadvantaged group, both scoring exactly 48.3 points. Additionally, the Hispanic subgroup maintained a steady performance with a minimal 0.4-point increase. These "Yellow" ratings across all major demographics suggest that the current Tier 1 Science curriculum is being delivered equitably, though school-wide enhancement of "Scientific Reasoning" (similar to the Math reasoning goal) is needed to accelerate scores beyond the current baseline.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
54.2 making progress.	making progress.
Number Students: 72 Students	Number Students: 2 Students

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.

2025 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
12.5%	33.3%	0%	54.2%

Conclusions based on this data:

1. Accelerated Progress Toward English Proficiency: A significant majority of English Learners (54.2%) progressed at least one ELPI level, representing a "Very High" growth rate and a 13.3% increase from the 2022-23 period. This success indicates that school-wide investments in Professional Development (PD), the PLC process, and attendance at the CABE conference are having a direct, measurable impact on language acquisition.
2. Addressing the Level 1-3H "Stagnation" Challenge: While growth is high, nearly a quarter of students (23.9%) remained at the same ELPI levels (1-3H), and 12.5% of students decreased by one level. These figures suggest that while many students are advancing, a specific subgroup of ELs is "stagnating" or regressing, highlighting a need for more intensive, individualized monitoring and Tier 2 interventions during "WIN Time."
3. The "Level 4" Reclassification Gap: The data shows that 0% of students maintained or stayed at ELPI Level 4, which is the final step toward reclassification. Conclusion follows that while students are moving through the intermediate levels successfully, there is a critical "ceiling" at Level 4. Future strategies must focus on the advanced linguistic nuances required to transition students from "Well Developed" to "Reclassified Fluent English Proficient" (RFEP).

School and Student Performance Data

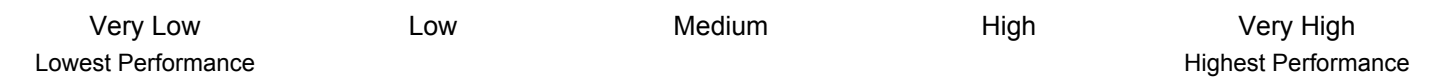
Academic Performance College/Career Report

The 2025 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.

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

30.3% Chronically Absent

Increased 0.9

413 Students

English Learners



Red

26% Chronically Absent

Increased 0.5

104 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



No Performance Color

63.6% Chronically Absent

0

11 Students

Socioeconomically Disadvantaged



Red

32.5% Chronically Absent

Increased 0.5

354 Students

Students with Disabilities  Orange 27.6% Chronically Absent Declined 4.2 87 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0% Chronically Absent Declined 9.5 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Red 31.9% Chronically Absent Increased 0.9 298 Students
Two or More Races  No Performance Color 23.5% Chronically Absent Declined 11.5 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red 29.5% Chronically Absent Increased 0.7 61 Students

Conclusions based on this data:

1. **Critical Need for Targeted Attendance Interventions:** The school is currently in the "Red" (Lowest Performance) category for Chronic Absenteeism, with 29.4% of students identified as chronically absent. Although this represents a significant decrease of 7.4% from the previous year, the rate remains nearly triple the desired baseline. This data underscores that while current communication efforts are working, more intensive, Tier 2 and Tier 3 strategies—such as direct outreach from the Attendance Liaison—are necessary to move the school out of the "Red" zone.
2. **Disproportionality Among High-Need Subgroups:** The data reveals that Socioeconomically Disadvantaged students (32%) and Hispanic students (31.9%) have the highest rates of chronic absenteeism, both falling into the "Red" category. In contrast, Students with Disabilities (27.6%) and Two or More Races (23.5%) showed significant declines in absenteeism and are in the "Orange" category. These disparities indicate that future attendance goals must specifically target the barriers facing the Hispanic and low-income communities to ensure equitable access to daily instruction.
3. **Impact of Wellness and Engagement Initiatives:** The overall 7.4% decline in absenteeism is attributed to the increased efforts of the Wellness Team and improved school-to-home communication. The "Blue" status of the Asian student group (0% chronically absent) serves as an internal benchmark for success. Moving forward, the school should leverage the success of the Wellness Team to create "Alternative to Recess" programs and other engagement-focused activities (as recommended by the Youth Advisory Council) to make the school environment more inviting for those students currently at risk of chronic absence.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.

2025 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.

2025 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

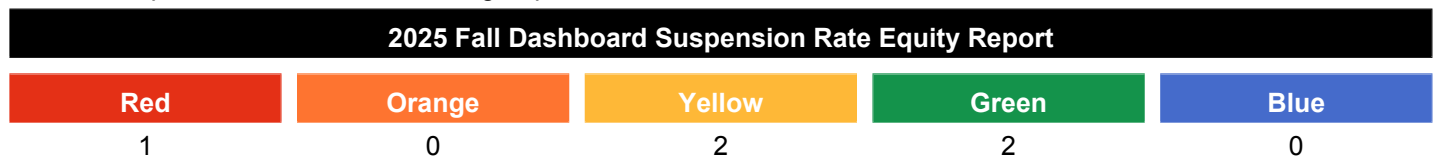
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 3.3% suspended at least one day Declined 0.7% 422 Students	English Learners  Green 2.8% suspended at least one day Declined 1.6% 106 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 0% suspended at least one day 12 Students	Socioeconomically Disadvantaged  Yellow 3.6% suspended at least one day Declined 0.4% 361 Students

Students with Disabilities  Yellow 3.3% suspended at least one day Declined 1.2% 90 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 4.3% suspended at least one day Increased 4.3% 23 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 2.3% suspended at least one day Declined 1.6% 302 Students
Two or More Races  No Performance Color 5.6% suspended at least one day Declined 4.4% 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red 7.9% suspended at least one day Increased 5% 63 Students

Conclusions based on this data:

1. Significant Progress Amidst Continued High Need: While Rhoda Maxwell Elementary remains in the "Red" (Lowest Performance) category with a 29.4% chronic absenteeism rate, there was a notable decline of 7.4% from the previous year. This indicates that the school's current engagement efforts—such as the work of the Wellness Team and Attendance Liaison—are effectively trending in the right direction, but the high percentage of students missing 10% or more of the school year remains a primary barrier to academic success in ELA and Math.
2. Disproportionality in High-Risk Subgroups: The data reveals a critical need for targeted outreach to the school's largest demographics. Socioeconomically Disadvantaged students (32%) and Hispanic students (31.9%) are both in the "Red" category and exhibit higher absenteeism rates than the school-wide average. To move these indicators toward "Orange" or "Yellow," the school must implement culturally responsive attendance interventions and address the specific socio-economic barriers (e.g., transportation, health access) facing these families.
3. A key success noted in the data is the performance of Students with Disabilities, who saw a substantial 13.9% decline in chronic absenteeism, moving them into the "Orange" category. Additionally, the Asian student group achieved a "Blue" status with 0% chronic absenteeism. These results suggest that the individualized monitoring and specialized support systems already in place for these groups are highly effective and should serve as a model for broader Tier 2 attendance strategies school-wide.

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.

The transformative power of the arts is essential for developing well-rounded students, as consistent participation builds vital skills such as creative problem-solving, persistence, and critical thinking. To ensure our students are college and career-ready, we must provide broad exposure to diverse concepts and artistic experiences that foster academic independence. We address this need by integrating accessible enrichment programs, including expanded student clubs and school-wide assemblies, ensuring every student has the opportunity to enhance their school experience and thrive both personally and academically.

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 Pathway Awards for Music Program	Baseline (2025-26): a tiered VAPA trajectory: Foundational: 100% of PreK–3rd grade students (247 Dragons) receive weekly music instruction. Performance-Based: 31 students across all grades (TK-6) participate in weekly Choir club held afterschool. Advanced Specialization: 49 upper-grade musicians (18 Strings, 31 Band) engage in rigorous/skill intensive, 90-minute weekly technical training.	100% of enrolled 6th grade musicians will receive a "Music Pathway Certificate of Excellence" upon completion of the program. Increase the "Expected Outcome" for VAPA participation from 50% to 65% to ensure more SED students are captured.

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	All student groups with an emphasis on	200 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	career-ready through a rigorous, intellectually rich, and culturally relevant environment through: -Provide an enrichment assembly by staff /community guest to support students' interests and strengths, including (but not limited to), SEL, Motivation, Academic, and others.	Students with Disabilities and English Learners.	200 Supplemental/Concentration
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: -6th grade College and Career Vision Board/Student Presentations • Career Day -Thursday College T Shirt Days • College Corners around campus • Dragon Steps to Success My Learning Conference (Intermediate student 1/1 meetings with teacher twice a year after conferences) (Title I)	All student groups with an emphasis on Students with Disabilities and English Learners.	4050 Supplemental/Concentration 50 Title I Part A: Parent Involvement 1000 Title I Part A: Basic Grants Low-Income and Neglected
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, 50-60 students), and Art Club (50 students,) Student Senate, Timesheets for coordination. (Title I) -Provide club supplies for students	All student groups with an emphasis on Students with Disabilities and English Learners.	1996 Site Discretionary 284 Arts and Music in Schools 1000 Title I Part A: Basic Grants Low-Income and Neglected
1.4	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			

Annual Review

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.

As the new principal of Rhoda Maxwell Elementary, my initial review of the 2025-26 SPSA implementation revealed a significant misalignment between budgeted strategies and the actual academic profile of our student body. While the current plan was heavily weighted toward Visual and Performing Arts (VAPA) and enrichment, a deep dive into our local assessment and demographic data highlighted an urgent need for intensive academic intervention.

Specifically, current data indicates that 33 students in grades 4–6 are currently performing at a primary reading level, representing a critical gap in foundational literacy that impacts their ability to access grade-level curriculum. Furthermore, our student population presents complex instructional needs: 27 students with IEPs are also English Learners (ELs), and two students with 504 plans are also ELs.

Implementation Assessment:

Strengths: The school successfully maintained high engagement in VAPA (61% participation) and established a strong culture of "Dragon Pride" through assemblies and clubs.

Weaknesses: The existing strategies lacked sufficient evidence-based, Tier 2 and Tier 3 academic interventions specifically designed for dually-identified students (EL and SWD). The "arts-heavy" focus, while culturally enriching, did not provide the rigorous, intellectually rich literacy supports required to bridge the gap for our upper-grade students reading at primary levels.

Effectiveness:

The effectiveness of Goal 1 was limited by this strategic imbalance. While student interest in school remained high due to enrichment, the core goal of ensuring students are "college and career ready through a rigorous environment" was not fully met for our most vulnerable subgroups. Moving forward, the plan must be recalibrated to prioritize Arts-Integrated Literacy Units and targeted small-group interventions that address the specific decoding and comprehension deficits identified in our 4th–6th grade data.

Key Data Points for your Section:

Primary Reading Gap: 33 students (Grades 4-6) . Of these student 22 are students with IEPs.

6th grade: We have 3 students reading at a kindergarten level, 1 student reading at a first grade level, 3 students reading at a second grade level, and 3 students reading at a third grade level.

5th grade: We have 5 student reading at a kindergarten level, 5 students reading at a first grade level, 2 students reading at a second grade level, and 1 student reading at a third grade level.

4th grade: We have 2 students reading at a kindergarten level, 5 students reading at a first grade level, 1 student reading at a second grade level, and 2 students reading at a third grade level.

Dual-Designated Support: 29 total (27 IEP/EL, 2 504/EL)

Shift in Focus: Transitioning from "Arts-Heavy" to "Academic Intervention with Arts Integration." This part of the shift prioritizes Direct Instruction. It acknowledges that for the 33 students in grades 4–6 reading at a Kindergarten–3rd grade level—and specifically the 27 students who are dually identified (IEP and EL)—the most urgent need is intensive, evidence-based reading support to help them access grade-level curriculum. Alignment with intervention supports.

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

The implementation of Goal 1 during the 2025-2026 school year saw several strategic pivots due to a transition in leadership and a more focused alignment with student needs. This took time for me to get to know our school, our students, staff and our collective needs. I also had to establish and build relationships with our team so that I could attain support in understanding our SPSA.

Strategy 1.1: Author Visits & Assemblies

Implementation Change: The original plan called for one author visit per semester. Due to scheduling and the leadership transition, we consolidated this into two author visits during the Spring semester.

Expenditure Shift: A major implementation shift occurred on May 4, 2026, where we combined SEL and SBAC Motivation into a single high-impact assembly. This was a collaborative effort between the Principal, School Counselor, and Librarian, focusing on Mental Health Awareness Month and SBAC testing strategies.

Budget Impact: Funds not utilized for a Fall author visit were preserved and transferred to support academic interventions in the subsequent goal.

Strategy 1.2 & 1.8: School-Wide Art Project vs. WHS Collaboration

Implementation Change: The "School-Wide Art Project" envisioned by previous administration lacked a clear execution framework. In its place, I initiated a collaboration with Woodland High School. The entire school attended a professional-level production of *Spongebob the Musical* at the WHS theater.

Effectiveness: This pivot provided a superior return on investment for student culture. Beyond the artistic exposure, it served as a massive "Culture Building" event, allowing students to bond with teachers and classified staff outside the classroom while visualizing future pathways in high school performing arts.

Strategy 1.3: Adjunct Duty & Club Participation

Implementation Change: We were unable to fulfill the plan for Cross Country or Soccer clubs due to a lack of adjunct duty support (staffing availability).

Metric Variance: Participation numbers for Choir and Music were significantly lower than the overly ambitious targets set in the previous SPSA.

Future Correction: To rectify this, we are changing the physical environment for next year. Strings and Band will be moved to their own dedicated classroom space, and we have scheduled a school-wide performance to serve as a recruitment "hook" to inspire younger students to join.

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

Upon review of our staff needs assessment survey responses a summary of results indicate the following:

1. Professional Collaboration & Growth: Teacher-Directed Time: There is a strong emphasis on increasing time for teachers to collaborate without the restrictions of specific PLC form requirements.

The .5 FTE VAPA teacher will now co-plan with grade-level teams to create "Arts-Integrated Literacy Units."

Resource Sharing: Staff expressed a desire for dedicated time to develop and share teacher-created lessons and resources that are engaging and high-quality.

2. Instructional Support & Interventions

Small Group Instruction: Several responses highlight the need for more support to facilitate small group rotations and targeted interventions.

Updated Materials: There is a request for updated, relevant curriculum materials, specifically mentioning "new and updated GLAD units" and more diverse library books.

Academic Programs: Continued support for programs like Accelerated Reader and VAPA (Visual and Performing Arts) is seen as essential for student engagement and literacy.

3. Student Wellbeing & Environment

Health and Attendance: Responses link academic success to student health and consistent attendance. Teachers are updated weekly on student attendance. Teachers are required to contact home and ask why the student maybe missing class and how much we miss them at the site, and can't wait to see them again. Attendance clerks also call to follow up. Wellness team discusses students with attendance concerns and follows through with phone calls, ELERTs, SARTS, and IEPS. Parents are invited to converse with the school what maybe obstacles from getting students to class.

Recess and Nutrition: Staff noted that students need adequate time for transitions and eating lunch (noting that 10 minutes is insufficient) to ensure they are "ready to learn." Restoring proper recess times was also cited as a way to bolster student focus in class.

Surveying students on what careers interest them and seeking those career fields to participate in our Career Day Symposia. Encouraging students to research careers, and pathways for getting there. Exposing students to universities

and colleges in California. Having teachers share about what colleges they attended and why, as well as how they got there. Highlights what famous individuals went to what colleges as well as what community leaders attended what colleges. Modeling representation in our students in those who attend colleges. Having students attend college virtual tours.

To address the "Student Wellbeing" and "Career Interest" survey results, we are expanding the Career Day into a "Community Mentor Program" specifically featuring alumni from similar socio-economic backgrounds.

Addition of "Dragon Steps to Success" 1-on-1 mentoring for 5th and 6th graders. At the beginning of the year all students participate in diagnostic assessments to get a baseline of where students are academically. Goals are set with students and teacher. Students will meet with their teacher one to one to twice a year after first and second trimester conferences. They were go over progress and next steps to making the needed growth in their goals. For example "Johnny wants to reach the green band in iready, he will need to grow 5%, what does that look like and how can he get there." Understanding their own data, and the steps for moving ahead. This is also a great opportunity for students to advocate for themselves and ask questions about their own learning.

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 vital for student success, current data reveals a persistent equity gap for Students with Disabilities and English Language Learners. These subgroups are disproportionately represented in both chronic absenteeism and suspension rates, directly impacting academic outcomes. Furthermore, the Bullying Prevention & Intervention Evaluation Report highlights a critical need to improve the documentation of bullying complaints. Local survey data indicates a high staff and student perception of verbal and physical bullying as significant concerns. To address these needs, the school will focus on improving California School Dashboard ratings in ELA and Math through targeted interventions while strengthening school climate protocols to better address student safety and peer interactions."

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
1. Performance level on ELA (English Language Arts) and Math Academic Indicator.	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.
2. Bullying Report	CHKS Survey 2025-2026: The data suggests a school climate where rules against bullying are clear, but peer intervention remains a significant challenge.	Increase intervention rate of students who stop bullying from 31% to 50%. (increase of 19%). Decrease the percentage of students reporting being called bad names or being the target of

	Victimization Rates: 36% of students reported being hit or pushed at school. 33% have had mean rumors spread about them. 44% have been called bad names or were the target of mean jokes. 45% reported being teased about their body image. Anti-Bullying Climate: Clear Expectations: 88% of students feel adults make it clear that bullying is not allowed. Teacher Support: 84% believe a teacher will help if they report being bullied. The Peer Gap: Only 31% of students reported that their peers try to stop bullying when they see it happening. 26% stated students "never" try to stop it. Cyberbullying: Reported by 12% of students in the past 30 days. Physical Safety: 67% of students feel safe at school "most" or "all" of the time.	mean jokes from 44% to 10% (reduction of 34%).
3. Percentage and number of students who are chronically absent.	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% (Very High)	Decrease the Chronic Absentee rate by 2.4% to 27%.
4. Elementary Teacher Rating (SEL Screener). The difference between the percentage of students identified as having concerning level of internalized behavior in Fall vs. Spring.	2025-2026 Baseline. Fall 25 Results: 218 students were screened No Concern: 77.94% Possible Concern: 8.9% Concern: 13.17% Spring 2026 results: 244 students were screened No Concern: 74.23% Possible Concern: 15.46% Concern: 10.31%	Goal is to have 85% of students with no concerns. To achieve this we need to decrease our concern/possible concern bands to no more than 15%. Counselor will pull data in these two areas to create small group supports and interventions.
5. Suspension Rate.	2022-'23 Data: Fall 2021-'22 school year was 2.4%. 2023-'24 Baseline: 3.5% suspended at least one day. Orange (High)	The schoolwide suspension rate will decrease from 3.3% to 2.5% (a reduction of 0.8%), maintaining a downward trend and moving the school from the Yellow to Green

	2024-'25 Outcome: 4% suspended at least one day. Orange (High) 2025-2026 3.3% suspended at least one day. Yellow (High) Declined 0.7%	performance tier, through Tier 1 school wide intervention supports.
6. Percent of parents who strongly agree that (a) the school encourages me to be an active partner, (b) the school promotes parents involvement; (c) parents feel welcome to participate at the school	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 CHKS respondents and 12 internal Parent Satisfaction Survey responses. (a) 50% : School encourages me to be an active partner (b) 50%: School promotes parental involvement (Scale Average) (c) 50%: Parents feel welcome to participate at this school	Increase parent respondents to at least 50 parents on the CHKS and 20 responses to the internal Parent Satisfaction Survey.
7. Percentage of students who reach growth targets on iReady in Reading and Math (elementary only).	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 2025-2026 ELA: 38% Progress Towards Typical Growth on Midyear Assessment Math: 32% Progress Towards Mid Year Growth on Midyear Assessment	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.
8 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 2025-2026 Staff Survey Staff total Average: 8.98	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.

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 targeted professional development and conference attendance (CARS PLUS, CAFE, GLAD, Sonday) focused on high-leverage ELA and Math instructional strategies. Use Title I funds to support PLC implementation, ensuring teachers can effectively analyze data and deliver "quality first" instruction to close equity gaps for high-needs student groups.	All student groups with an emphasis on Students with Disabilities and English Learners.	6000 Title I Part A: Basic Grants Low-Income and Neglected
2.2	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: Field Trips and Contracts -Outside provider contracts and educational field trips -Gibson House -Gold Rush Coloma -UC Davis Mondavi Center -MOSAC (SMUD) Museum -Sacramento Zoo -Pumpkin Patch -WHS Theater (title I school wide) • Nature Reserve Tuleyome	All student groups with an emphasis on Students with Disabilities and English Learners. Encourage parent participation in field trips	100 Title I Part A: Parent Involvement 2000 Site Discretionary 1000 Title I Part A: Basic Grants Low-Income and Neglected
2.3	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: Educational Software Supplemental software to enhance student learning: Renaissance *Title I Mystery Writing Discovering Education *Title I Other programs may include Sonday and Xtra Math	All student groups with an emphasis on Students with Disabilities and English Learners.	3156 Supplemental/Concentration 6933 Title I Part A: Basic Grants Low-Income and Neglected
2.4	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: Materials and Supplies -Materials and supplies to support instruction -Could be but are not limited to recognizing and celebrating growth through public announcements, staff meetings, bulletin boards, certificates, or rewards to highlight when students, class, or the school has made great progress or reached a goal.	All student groups with an emphasis on Students with Disabilities and English Learners.	11106 Supplemental/Concentration 3000 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Yard sign for student of the month; " My Student is a student of the Month at Maxwell Elementary School" = 14 teachers x 8 months= 112 signs "Be the Spark that Inspires"		
2.5	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: Copies -Copier costs Lease per year for 2 black and white copiers and 1 colored copier: \$5266 (includes maintenance and ink) Staples cost is paid for separately Copies cost for site is \$2000 (includes state preschool, SDC preschool - Kindergarten, TK-6th grade, office staff, IPAT, nurse)	All student groups with an emphasis on Students with Disabilities and English Learners.	7000 Supplemental/Concentration 1000 Site Discretionary
2.6	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: Assessments -TK-6th grade assessments (including diagnostic/summative/progress monitoring) to be completed by Intervention teacher, paras and classroom teacher	All student groups with an emphasis on Students with Disabilities and English Learners.	10000 Title I Part A: Basic Grants Low-Income and Neglected
2.7	Provide quality first instruction in math and ELA for all students to reach growth targets in these areas through: PLC and Leadership -Teacher collaboration extra duty and release time for PLCs *Title I Funded PLC Collaboration/Academic Conference support, provide Teachers w/ substitute support 3 x throughout the year to focus on student needs and plans. Academic Conference in the morning and collaboration in the afternoon. Collaboration to include EL specialist, administrator and counselor. -PLC, Steps to Success, Leadership and Guiding Coalition	All student groups with an emphasis on Students with Disabilities and English Learners.	2160 Supplemental/Concentration 9720 Title I Part A: Basic Grants Low-Income and Neglected
2.8	Library supplies and supplemental reading materials, focus on culturally relevant books,(Title I) books that are support SEL, and update our book selection on Science, Technology. Upgrade Biography books with student input	All student groups with an emphasis on Students with Disabilities and English Learners.	200 Supplemental/Concentration 6000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.9	Provide intervention opportunities for all students to reach growth targets in these areas through: Student Intervention -VSA Intervention support staff and Intervention Teacher for intermediate classroom intervention *Title I Funded Activity Lunch Leader (VSAs) Dragon Spark Squad: funding for additional staffing to provide students with structured recess and support for SEL during non academic class time. Opportunities for alternative to recess. Assisting students with engagement at recess. This includes dance, music and art activities for students who chose this option.	All student groups with an emphasis on Students with Disabilities and English Learners.	16742 Title I Part A: Basic Grants Low-Income and Neglected 15060 Arts and Music in Schools
2.10	Provide a safe and supportive environment of connectedness and social emotional support in school through: Implement a robust Multi-Tiered System of Supports (MTSS) to address academic, behavioral, and social-emotional needs through: Tier II Targeted Support: Facilitate data-driven Wellness Team and Tier II meetings by providing substitutes, stipends, and release time for staff to coordinate interventions (SST, SART/SARB, and SEL referrals). PBIS & School Climate: Cultivate a supportive environment through Restorative Justice, Ohana Circles, and Student Ambassadors, supported by necessary supplies and supplemental equipment. Peer Intervention" training directly to your Bullying Report metric (aiming to move from 31% to 50%), Attendance Intervention: Execute a comprehensive plan to reduce chronic absenteeism using data-informed teacher-family connections, a tiered "check-in" system for high-risk students, and a strategic incentive program (e.g., "March Attendance Madness" and monthly raffles). Data Analysis: Utilize Universal Screener data to identify "High" and "Some Risk" students for targeted staff mentorship and grouped instructional support.	All student groups with an emphasis on Students with Disabilities and English Learners.	7290 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.11	Provide a safe and supportive environment of connectedness and social emotional support in school through: -Supplies for student safety Support materials for the Dragon Ambassadors program along with Noon Duty Supplies including but not limited to: Safety vests, Radio Maintenance, clipboards, incentives, band-aids and other first aid supplies, etc. Training and support of our school's positive lunch program, " The Golden Spatula"	All student groups with an emphasis on Students with Disabilities and English Learners.	1500 Site Discretionary
2.12	Provide a safe and supportive environment of connectedness and social emotional support in school through: PBIS Strengthen the school-wide Multi-Tiered System of Supports (MTSS) by refining Tier II and Tier III behavioral and academic interventions. This includes: PBIS Reinforcements: Utilizing motivational supplies, incentives (pencils, stickers, Braggin' Dragons), and community-building rewards (pizza/popcorn parties) to decrease chronic absenteeism and behavioral incidents. "Peer Intervention" training directly to your Bullying Report metric (aiming to move from 31% to 50%), Recognition & Culture: Implementing a "Student of the Month" program featuring yard signs My student is student of the month at Maxwell Elementary School." 14 teachers x 8 signs= 112 signs " Be the Spark that Inspires" and regular certificates to increase school connectedness and student safety. Popsicles with the principal for students caught being kind and following the Dragon Way. (discretionary) SEL & Classroom Environment: Providing specialized Social-Emotional Learning (SEL) materials—including flexible seating, fidgets, and professional literature—to support self-regulation and classroom engagement. Staff Capacity: Allocating stipends and substitutes for staff to participate in Academic Conferences and data analysis to monitor the impact of interventions on ELA and Math growth.	All student groups with an emphasis on Students with Disabilities and English Learners.	400 Site Discretionary 5000 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: Family and Communication Increase family engagement and school	All student groups with an emphasis on Students with Disabilities and English Learners.	410 Title I Part A: Parent Involvement 200 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	connectedness by implementing a comprehensive communication and activity plan. Key components include: Multilingual Outreach: Utilizing digital platforms, physical signs and oral invitations at the site, as well as printed media to reach all student groups in their primary language For example: .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.) Engagement Events: Hosting diverse community gatherings—such as Cafe, Conchas and Conversations (CCC), Winter Choir concerts, and Trunk or Treat—to build school culture. -Family Nights -Timesheets for staff (Title I) -Materials -Guest speaker contract (Title I) -Postage and meeting materials Parent Leadership: Supporting SSC, CCC, ELAC, and volunteer programs through guest speakers, postage, and meeting materials. (Title I) Barrier Reduction: Providing childcare and light refreshments for parent meetings to ensure equitable access for all families, particularly those of English Learners and Students with Disabilities. Activities to include but are not limited to these specific events: • La Posada -Winter Choir Concert • Family Craft Night • Annual Carnival		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-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 • Cafe, Conchas and Conversations 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.		
2.14	VSA Testing Coordinator Support : • To allow for an 80% increase Administrator Walkthroughs during the Spring -Increase administrative support for SST, 504s, IEPs, and parent conferences	All student groups with an emphasis on Students with Disabilities and English Learners.	2148 Supplemental/Concentration
2.15	School Culture and Climate, to support for teacher appreciation, classified appreciation, Champion of the Den (Staff highlight awards), Water filtration system, cards and activities for students to do for their teachers/staff	All student groups with an emphasis on Students with Disabilities and English Learners.	1000 Site Discretionary
2.19			

Annual Review

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 implementation of Goal 2 this year focused on transitioning toward a more targeted, data-integrated instructional model. Upon taking leadership, a comprehensive review of current student performance data revealed a specific and urgent need for foundational literacy support. Currently, 33 students in grades 4–6 are performing at a primary reading level. Additionally, our instructional landscape includes a significant cohort of dually-identified learners, including 27 students with IEPs who are also English Learners (ELs) and two students with 504 plans who are also ELs.

To address these findings, implementation shifted from broad enrichment activities toward a more focused Academic Intervention model. We began the process of integrating our Visual and Performing Arts (VAPA) resources with core academic goals, moving toward an "Arts-Integrated Literacy" approach designed to provide high-engagement scaffolds for our most vulnerable readers.

Effectiveness

Data-Driven Realignment: The most effective aspect of this year's implementation was the identification of specific student subgroups. By narrowing our focus to the 33 students in the upper-grade literacy gap, we have laid the groundwork for more precise Tier 2 and Tier 3 interventions.

Integrated Support Models: While the previous emphasis on arts provided a strong foundation for student engagement, we found that effectiveness increased when those creative outlets were tied directly to language acquisition. The transition to using arts as a vehicle for literacy is in the "Emerging" phase but shows promise for increasing student access to grade-level content.

Collaboration: The effectiveness of our support services was enhanced through a multidisciplinary approach. By coordinating efforts between the Principal, School Counselor, and Librarian (as evidenced by our combined May 4th Mental Health and SBAC preparation assembly), we provided a more cohesive support system than standalone activities would have allowed.

Major Differences: Budgeted vs. Actual Expenditures

The primary differences between the budgeted plan and actual expenditures reflect a strategic reallocation to better align with current student needs.

Shift from Enrichment to Intervention: While the budget originally prioritized standalone enrichment, expenditures were redirected toward resources that support foundational literacy. This was necessary to address the 4th–6th grade reading gap identified mid-year.

Subgroup Prioritization: Budgetary focus was sharpened to address the complex needs of our 29 dually-identified (EL/IEP/504) students. This included evaluating specialized instructional materials that bridge the gap between English Language Development and Special Education services.

Optimization of Staffing: We identified opportunities to more effectively utilize the .5 FTE VAPA teacher position. Rather than focusing solely on elective-style arts, we are moving toward a model where this role supports Arts-Integrated Literacy Units, ensuring that budgeted staffing costs directly contribute to closing the reading gap.

Unfilled Adjunct Duties: Due to a current lack of available staff for adjunct duties, funds originally earmarked for after-school athletic clubs (Cross Country/Soccer) were not fully expended. These resources are being carried forward to strengthen our academic support and music facilities for the upcoming school year.

For our school library:

Bought new biographies to update the collection

-Genreified the fiction section to make finding books of interest easier (Fantasy, Adventure, Humor, Historical Fiction, Mystery, Scary, Realistic Fiction, Sci Fi, Graphic Novels)

- Purchased Higher interest lower reading level books.

- Added bean bags and comfortable seating for the library. The students love to find a quiet corner to read in

-Purchased more books in Spanish, Urdu languages

-Provided activities in the library: puzzles, coloring, several different types of building toys, sticker by number mosaic art

- Display words of encouragement and inclusion on walls and window displays
- Created signage on bookshelves in all areas of library to assist students in finding the books they want
- We have also purchased 3 new pens that will be used to help decode words for students with reading difficulties'.

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

The primary difference between the intended implementation of Goal 2 and the actual activities performed was necessitated by a lack of operational clarity regarding inherited strategies. As a new administration, it was discovered that several core components of the 2025-26 SPSA lacked the foundational "Action Plans" or "Standard Operating Procedures" required for effective execution.

Strategy 2.4: Common Agreements

Implementation Difference: While "Common Agreements for Academics, and Targeted Instruction" were listed as goals, there was no existing documentation or staff training legacy to define what these agreements entailed.

Staffing Constraints: Furthermore, the school did not have designated RTI (Response to Intervention) providers on-site this year. Without the necessary personnel or a clearly articulated vision for the RTI model, this strategy could not be implemented as written.

Instructional Guidance (i-Ready Pacing):

Implementation Difference: The intended use of specific i-Ready pacing guides was not realized, as the directives and expectations for these guides were not clearly established within the school's current instructional framework.

Student Conferencing:

Implementation Difference: The plan for structured "Student Conferences" lacked a defined protocol or schedule.

Without a clear understanding of the intended frequency, format, or data-tracking expectations, these conferences were not implemented school-wide.

Budgeted Expenditures vs. Actuals Because the vision and expectations for these specific academic strategies were not clearly defined in the inherited plan, the associated funds were not expended as originally projected.

Resource Preservation: Rather than expending funds on "Targeted Instruction" materials without a clear RTI framework in place, the school chose to preserve these resources. This ensures that future expenditures will be purposeful and aligned with a newly established, transparent instructional vision. We purchased Heggerty for our primary students and our intervention students to have continuity and alignment among grade levels.

Shift to Data Discovery: The focus of this year was redirected toward a "Data Audit" to identify the specific needs of our 33 intervention students reading at primary levels and our 29 dually-identified (EL/IEP) learners. This assessment was a necessary prerequisite to establishing the "Common Agreements" that were missing from the previous plan.

Moving Forward For the 2026-2027 cycle, these gaps are being addressed by establishing a clear Maxwell Instructional Playbook where the Maxwell team is involved in the creation of the SPSA, and aware of how student data drives our instructional practices. We are using our PLC process to set explicit common agreements for academic rigor, and provide staff with the specific pacing guides and conferencing protocols needed to support our school wide literacy targets.

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.

1. Academic Achievement Gaps in ELA and Mathematics:

Current 2024-25 data indicates that while progress is being made, both ELA and Mathematics remain in the "Yellow" (Medium) and "Orange" (Low) performance tiers. Specifically, iReady mid-year assessments for the 2025-2026 cycle show a decline in students meeting typical growth targets (38% in ELA and 32% in Math). There is a significant performance gap for Students with Disabilities and English Language Learners, who are disproportionately represented in the "Below Standard" categories. Continuous growth in "Quality First Instruction" and targeted interventions are necessary to close these equity gaps.

2. School Climate and Bullying Prevention:

While 88% of students acknowledge that adults set clear expectations against bullying, the 2025-2026 CHKS Survey reveals a critical gap in peer intervention. Only 31% of students reported that peers attempt to stop bullying, and victimization rates remain high, with 44% of students reporting being targets of mean jokes or name-calling. There is a documented need for a more robust peer-support system and improved reporting mechanisms to ensure student safety and social-emotional well-being.

3. Chronic Absenteeism and Engagement:

The school's chronic absenteeism rate remains "Very High" at 29.4%. Although this is an improvement from previous years, it stays well above the school's goal of 27%. English Learners and Students with Disabilities show higher rates of absenteeism, which directly correlates with the observed performance gaps in core academic subjects.

4. Social-Emotional Health:

Universal SEL screening in Spring 2026 showed that 25.77% of students are identified in the "Possible Concern" or "Concern" categories regarding internalized behaviors. This indicates a need for increased access to small-group counseling and Tier II behavioral supports to foster school connectedness.

5. Additional upgrades to our libraries to make them culturally relevant for our students:

- Invite a guest reader every month to bridge our community and school relationships. Learn about what books inspired our community members.
- Fund to update non-fiction section of library, have students select what individuals they'd like to learn more about.
- Funds to purchase audio books, or audio book software, record staff and community members reading books for students to access both on campus and at home. Bridge literacy from school to home.
- Funds for outdoor seating in the courtyard so we can expand our space for students to sit outside and read during recess, class time or enrichment.
- Create video recordings of Staff or Volunteers reading books and then teachers can show the videos in their classrooms or families can access the recordings through parent square or our school website.

Steps Taken to Address These Areas:

To address these needs, the school is implementing a robust Multi-Tiered System of Supports (MTSS). This includes providing targeted professional development in high-leverage instructional strategies (GLAD, Sonday), increasing family engagement through multilingual outreach (Parent Square, "Cafe, Conchas and Conversations"), and strengthening the PBIS framework with student leadership programs like the Dragon Ambassadors. Additionally, Title I funds are being directed toward intervention staff and PLC collaboration time to allow teachers to analyze data and adjust instruction in real-time.

The school has allocated significant funding (Title I, Supplemental/Concentration, and Site Discretionary) toward several key activities:

Instructional Support: Professional development (GLAD, Sonday), PLC collaboration time, and educational software like Renaissance and Discovery Education.

Intervention: Funding for an Intervention Teacher, paraeducators, and the "Dragon Spark Squad" to provide structured SEL support during recess.

Engagement & Safety: Implementation of a "Student of the Month" program, multilingual family outreach (e.g., Cafe, Conchas and Conversations), and PBIS reinforcements like "Braggin' Dragons."

Testing & Coordination: Support for a VSA Testing Coordinator and universal screening tools to monitor student progress.

Review of Maxwell's Staff Needs Assessment Survey Data Responses:

1. Staffing and Supervision Ratios

Increased Support: There is a strong call for better staffing ratios for paraprofessionals and recess/lunch supervision.

Individualized Attention: Staff believe that increasing the number of support staff will allow for more individualized attention and support for students, fostering a safer and more inclusive environment. We will need additional supervision for our TK classroom as they move away from the primary playground to the preschool/TK playground. We will also continue with our Dragon Spark Squad to support our students at lunch with activities and engagement. We will also revamp our supervision schedule as a staff to see how we can improve supervision at times of high student needs.

2. Teacher-Student Engagement: 1-on-1 Opportunities: A recurring suggestion is to provide class coverage specifically so that teachers have the opportunity to work one-on-one with students who have the greatest needs. We will be implementing our Dragons Steps to Success; My Academic Conference for students to co create their path to success. Allowing teachers the opportunity to work with each student 1/1 on their goals and for students to have that individual space to ask questions and better understand their academic journey and needs so they can progress.

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 2024-2025 (California Data Dashboard) was 395, an increase of 23 students from the previous year. 83.5% of our (330) students are socioeconomically disadvantaged. 24.6% are English Learners (97 students), and 0.8% are foster youth (3 students). 195 of students with Disabilities (77 students).

A review of the 2025-2026 Dashboard and local iReady data reveals a significant need to accelerate growth for our English Learner (EL) population, particularly those who are dually identified as Students with Disabilities (24.1% of ELs). While the school previously reached a 'Very High' performance band (57.7%) on the ELPI, current data shows a 3.6% decline, moving the school back into the Orange (Low) performance band. Local iReady mid-year data further underscores this gap, with only 9% of ELs meeting typical growth in ELA and 16% in Math—a sharp decrease from the previous year's outcomes (50% and 51% respectively). To address these performance gaps, the school is implementing a new phonics program (Heggerty) to bolster foundational literacy and has restructured the master schedule to include 'WIN' (What I Need) time for targeted intervention. Despite a decrease in EL Specialist FTE to 0.70, we have maximized support for English Learners by cross-training staff in ELD monitoring protocols. This collective approach ensures that research-based instructional strategies are consistently applied across all content areas, maintaining a focus on high-quality integrated ELD even with reduced specialist hours. Also aligning classroom instruction and ELD strategies so support is happening all day not just during ELD which helps students practice the skills needed to reach proficiency and reclassify.

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
1. Reclassification rate for English Learners (EL)	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% Reclass rate for 24-25 School Year: 13.1% 13 students reclassified out of 99 2025-2026 Reclass rate (so far) for 25-26 School Year: 11.3% 15 students reclassified out of 93 from May 2025 to now.	Maintain RFEP of above 10% by end of each school year.
2. Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassification rate Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions	2023-'24 Baseline: Number of Dually Identified ELL/Sped Students: 24 students which equals 24.1% of the 101 ELLs in 2023-'24. 2025-2026:	Current we reclassified 15 percent of our ELs. Next year we would like to increase by 1 or 2 % , total of 17.
3. English Learner Progress Indicator (ELPI)	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). 2025-2026 54.2 % of ELLs made growth which was a decline of 3.6% from the previous year. Our performance band is Orange.	We need to improve our LP by 2 points to get into the yellow band.
4. Percentage of English Learner students who reach growth targets on iReady in Reading and Math: Source Diagnostic growth REport (iReady)-Mid-Year, filter for EL	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 2025-2026 9% of ELLs meeting typical growth on the mid-year assessment in ELA.	Increase by 3-5%.

	16% of ELLs reaching typical growth on the mid-year assessment in Mathematics	
5. Improve the school's rating of the English Learner Roadmap Principle 2 on the self-assessment.	2025-2026 Principle 2: Element A: Average 3.4 Element B: Average 3 Element C: Average 3.5 Element D: Average 3.5 Element E: Average 2.9 Element F: Average 3 Element G: Average 3.1 Average: 3.2	Increase each sub-component by .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
3.1	Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction through: Assessments -Teacher training, EL Monitoring, and Assessments -Temporary intervention teacher to assist with ELD testing Includes release time for EL Specialist and Substitutes for teachers Goal Setting and Data Chats EL Specialist to assess while Sub to teach ELD during assessments. 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 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)	English Learners (EL)	540 Supplemental/Concentration
3.2	Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction through: PD -Professional Development *Title I Funded	English Learners (EL)	4000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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 Provide opportunities for teachers and the EL specialist to attend PD/Conferences on SPED (CARS Plus). Currently 27 SPED students are also ELs (24.1%) and 2 EL students also have 504s. Attending the conference will support knowledge on how to support students who are dually identified as well as how to prevent over identifying students as well as Child Find. 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. Childcare and nutritional snacks provided to parents to increase family engagement. Instructional rounds and / or Peer observations		
3.3	Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets-oriented approach and standards-based instruction. 1. Targeted Interventions & Instructional Support "WIN" (What I Need) Time: Dedicated daily blocks to support all students in English Language Development (ELD) and Academic Language Development (ALD). Tier II Response to Intervention (RtI): * Providing reteaching and flexible grouping based on language proficiency levels and EL profiles. Staff collaboration with EL Specialists to differentiate content instruction. Newcomer Support: Implementation of a dedicated Newcomer group (enrollment dependent). Staffing: Utilization of a Temporary Intervention Teacher (Title I Funded) to assist with targeted instruction and ELPAC/SBAC testing.	English Learners (EL)	1000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Foundational Literacy: Supplementing Core instruction for grades 3–6 using iReady Phonics for Reading and targeted phonics instruction. Digital Learning: All EL students will have access to Imagine Learning (starting Spring 2026) to support language growth. Extended Learning: Offering after-school ELD enrichment opportunities. 2. Research-Based Instructional Strategies (Integrated & Designated ELD) Linguistic Scaffolds: * Consistent use of language objectives, sentence frames, talk stems, and word banks across the curriculum. Explicit vocabulary instruction: Intentional front-loading, visual charts, and tiered vocabulary. Engagement & Discourse: * Utilization of GLAD (Guided Language Acquisition Design) strategies and "bridging" techniques. Implementation of QSSSA (Question, Stem, Signal, Share, Answer) to facilitate academic talk. Prioritizing structured student discourse and increased opportunities for academic conversation. Curriculum Focus: Emphasis on essential standards and "Writing Across the Curriculum" to streamline learning objectives. 3. Professional Learning & Data-Driven Collaboration Professional Learning Teams (PLTs): Weekly focus on identifying specific strategies to support EL progress and unpacking ELD standards. PLC Guiding Coalition: Data Team meetings to monitor EL growth and adjust instructional pacing. Teacher PD: * Ongoing GLAD training for all staff. Specific PD focused on "Integrated ELD" to support teachers in delivering language support throughout the school day. Assessment as Learning: Increased use of ELPAC and SBAC Interim Assessments to familiarize students with testing formats and monitor proficiency levels. 4. Family & Community Engagement ELAC (English Learner Advisory Committee): Monthly meetings and one-time celebration events (with food) to recognize reclassified students and boost attendance.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Parent Education: Offering Disciplina Positiva (Positive Discipline) workshops. Conferences: Ensuring the EL Specialist (ELS) is available to meet with parents during school-wide conferences. VAPA & Leadership: Providing EL students access to Visual and Performing Arts and school-wide leadership opportunities to foster an assets-oriented school culture.		
3.4	Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction through: -Literature and Supplies For any of the above activities	English Learners (EL)	500 Title I Part A: Basic Grants Low-Income and Neglected 200 Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2025-26

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.

Upon transitioning into the principalship at Maxwell, the primary focus of the 2025-2026 school year was establishing a deep understanding of site-specific needs, student population dynamics, and staff capacity. Implementation centered on building collaborative structures, particularly through standing weekly meetings between the Principal and EL Coordinator to monitor student progress, align ELAC agendas, and identify necessary instructional interventions.

A significant emphasis was placed on professionalizing the Professional Learning Community (PLC) process. Teachers engaged in consistent Grade Level Collaboration to develop common assignments and assessments. To deepen this work, data analysis protocols were formalized, including semi-annual data summits with the EL Specialist and Principal, followed by protected collaboration time to adjust instructional pacing and interventions.

The effectiveness of the EL Parent Engagement strategy (Goal 3.2) was significantly impacted by the vacancy of the CAFE Specialist position in January 2026. Consequently, formal EL Parent Nights were not held as originally articulated. To mitigate this, the site pivoted to a "Conchas and Conversation" monthly meeting format. This shift proved effective for qualitative data collection, allowing the administration to engage directly with families to identify specific concerns and desired EL supports.

Instructional effectiveness was bolstered by the implementation of "WIN" (What I Need) time for grades K-3. To further address literacy gaps identified during the year, the site is moving toward the adoption of the Heggerty Phonics program to provide standardized daily intervention. A critical component of this year's analysis involved a secondary audit of the 2024-2025 metric data. Discrepancies were identified in the previously reported iReady scores for Metric 3.4. Accurate was actually 32% reading and 19% in math.

PLC Formalization: Established weekly meetings between the Principal and EL Coordinator and implemented semi-annual data summits.

Strategic Pivot: When the CAFE Specialist position became vacant, the school successfully shifted from traditional "Parent Nights" to a more accessible "Conchas and Conversation" morning format.

Intervention: Successfully launched "WIN" (What I Need) time for grades K-3.

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

The primary shift in implementation during this cycle was centered on administrative transition and site-specific diagnostic work. As a new principal, significant time was reallocated to relationship building and a comprehensive data audit to identify instructional gaps.

Professional Development: While the Principal and EL Specialist attended CAFE 2026 as planned, we identified a need to broaden the impact of this training. Moving forward, the implementation strategy will be expanded to include classroom teachers and family members to ensure a more cohesive, "site-wide" application of CAFE strategies. While we budgeted to take a parent this year to CAFE, no parents indicated an interest in attending.

Targeted Literacy & PD: A new emphasis has been placed on Early Literacy PD. We have determined that any future professional development supporting English Learners must be explicitly named in the SPSA to ensure alignment with our goal of improving foundational literacy.

Parental Engagement: The vacancy in the CAFE Specialist position necessitated a shift away from traditional evening EL Parent Nights. Through our "Cafe, Conchas and Conversation" sessions, families expressed that morning meetings are more accessible for their schedules. We will align future ELAC engagement opportunities with this feedback to ensure higher participation and deeper connection.

Changes in Budgeted Expenditures The budget will be adjusted to reflect a more intensive support model for English Learners:

Personnel Costs (EL Specialist): We are increasing the allocated budget for the EL Specialist to include support and intervention days from our new temporary intervention teacher. These days will be dedicated specifically to ELPAC testing coordination and data analysis to ensure testing environments are optimized for student success.

Conference Funding: Budget allocations for the 2026-2027 cycle will be increased to cover registration, travel, and substitute costs for a larger team (Principal, two teachers, and one parent) to attend CAFE.

Instructional Resources: Funds will be redirected to support the new Phonics and Early Literacy initiatives (e.g., Heggerty) that were identified as a priority during this year's data review.

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.

Based on comprehensive site observations and a review of instructional efficacy during the 2025-2026 transition year, the school will implement significant structural and pedagogical shifts. These changes aim to reclaim instructional minutes, ensure linguistic equity across all subjects, and build specialized staff capacity for our dually-identified (EL/SPED) population. The money for Goal 3 is in addition to all the other supports that students receive in Goals 1, 2 and 4. EL students also a part of those goals.

1. To maximize student engagement and professional collaboration, classroom assignments will be reconfigured for the 2026-2027 school year. This physical reorganization is designed to minimize transition times and facilitate more efficient push-in support models. By strategically grouping grade levels and programs, the site will protect and maximize core instructional minutes. Also increase the amount of support that can be provided simultaneously.

Vertical and Horizontal Instructional Continuity The site will establish standardized, site-wide transition protocols to reduce non-instructional "downtime." Beyond the physical environment, instructional practices will be aligned across all grade levels to ensure continuity in phonics strategies, high-frequency sight words, and academic vocabulary. This ensures that English Learners encounter a consistent linguistic framework as they move between subjects and grade levels.

Peer Collaborative Learning & Observation To strengthen the quality of Integrated and Designated ELD, Maxwell will implement a system of professional instructional rounds. This will include:

Peer Observations: Opportunities for staff to observe high-leverage ELD strategies in action, both within Maxwell and at neighboring high-performing sites.

Best Practice Modeling: Utilizing "bright spot" classrooms to standardize effective language acquisition techniques across the entire campus.

Protected Instructional Minutes and ensure that ELD is always explicitly taught.

2. Shift to Comprehensive Integrated ELD

Strategic Change: Maxwell is transitioning from an isolated ELD model to a school-wide across subject matter integrated model. Where ELD instruction and support is happening all day long, not just during ELD time.

Implementation: All teachers will receive support in implementing high-leverage ELD scaffolds within core content area (Math, Science, Social Studies). This includes a new emphasis on vertical alignment for phonics and sight word instruction to ensure continuity across grade levels.

SPSA Location: Strategy/Activity 2.1, 2.2, & 2.4

3. Targeted Professional Development & Leadership

Strategic Change: Professional development will be broadened to include teacher-leadership and specialized training for dually-identified students.

Implementation: * CABE 2027: Expansion of the CABE team to include two teachers and a family member to foster community-wide leadership.

CARS Plus: Targeted enrollment for EL Specialists and teachers to address the specific needs of EL/SPED students. Currently 27 students are both EL and SPED, while 2 have 504s.

GLAD Training: Prioritizing certification for all remaining untrained staff to standardize language acquisition strategies.

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 a review of the 2024-25 Fall Safety Survey and Youth Advisory Council (YAC) feedback, there is a continued need to strengthen student-led agency and school-connectedness, particularly for our unduplicated student groups (SED, English Learners, and Students with Disabilities). While safety survey participation reached 86% in 2023-24, it fluctuated to 56% in 2024-25, indicating a need for more consistent methods of capturing student voice. Furthermore, local climate data and staff observations identified a performance gap in 'pro-social conflict resolution' during unstructured times (recess and lunch). This analysis identified a significant need for structured alternatives to recess and student-led initiatives that foster leadership and empathy (such as the 'Dragon Heart' and 'Glow Up' projects). To address these gaps, the school is implementing the 'Dragon Spark Squad' and 'The Golden Spatula' initiative to improve campus culture and provide leadership pathways for students who historically have less access to extracurricular leadership roles.

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
1. Percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	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.
2. Number and percent of students by representative demographic providing input to the SPSA through focus groups	2022-'23 Data: 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.	Continue to participate in YAC activities over the school year with appropriate demographic participation.

	2025-2026 Youth Advisory Council met monthly for 45 minutes to provide SPSA guidance and feedback. A total of 12 students participated regularly, including 7 females and 5 males, representing grades 4–6. The group included 5 English Learners (42%) and 2 students receiving Special Education services (17%). Two students identified as White (17%), while 10 students identified as other than White, reflecting the school's diverse student population. Additionally, 8 students (67%) identified as bilingual. Students represented a range of academic abilities, ensuring a variety of perspectives were included in the feedback process.	
3. Number of student led clubs offered	Baseline: At this time Maxwell does not have any student led clubs.	Maxwell would like to have at least 2 student led clubs for the 26-27 school that are initiated and run by students.
4. Number of student led initiatives	Maxwell Elementary Glow Up, partially funded grant of \$800. Our team is made up of the 44 students in the 2 combined 4th grade classes at Maxwell Elementary, led by 4th grade Youth Advisory Council and 4th Grade Student Senate . Our project will benefit all students, staff, & visitors at Maxwell Elementary. Part 2 of our project (attending to our cafeteria) would benefit our entire campus community, as every student at school shares this community space, and the planned community focus of the new wall hangings would strengthen the visibility and accessibility of our campus community. Part 1 of our project (soccer and basketball nets) would benefit every student as they grow through the grade levels at Maxwell. Part 3 of our project (mural painting) would reach everyone who walks on campus; all students would be invited to submit proposals for the painting plan, and older students on the Student Senate and Youth Advisory Committee would be in charge of choosing painting contest finalists, and all students would be engaged with a school-wide student vote to choose the final plan. Maxwell Elementary DRAGON HEART (Health, Empathy, Advocacy, Resilience, Trust), Partially funded \$550	Maintain and expand to at least 3–4 student-led initiatives per year that directly impact campus culture and facilities. Successfully complete the final phases of the "Glow Up" project (mural painting and cafeteria enhancements) and the "Dragon Heart" media production rollout.

	This project would foster a sense of ownership, allowing students to take the lead in promoting events and activities. Having quality video equipment empowers students to create professional -looking content that reflects their vision. Our youth advisory committee wants to be more visible on campus, they would also like to be more inclusive. This would enhance communication, increase engagement, give students experience in video production, while promoting inclusivity while providing an outlet for creative expression as our students reflect needs for a healthy campus life.	
--	--	--

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: Student Groups Empower students to shape their school community through Title I-supported leadership opportunities. Key initiatives include: Governance & Voice: Youth Advisory Council, Chispitas, Student Senate, and Student Action Teams. Mentorship: Dragon Ambassadors, Reading Buddies, and primary classroom role models, student readers for younger classes Early Leadership: Chispitas Leadership program for TK–2nd grade. Student Agency: Peer-led after-school clubs and leadership training. Clubs such as book club, comic book club, campus glow up, etc. Recognition: Weekly (Following the Dragon way) as well as monthly student achievement awards (Student of the Month). Weekly recognition allows all students to be recognized at some point in the year. (discretionary, supplemental/concentration) Senate Move student senate from adjunct duty (15 hours for the year) to a paid VSA position for one teacher/staff member via a club setting. Staff member and students can decide if the club is better for them afterschool or before school. Club to meet weekly for the course of the year. Although	All student groups with an emphasis on Students with Disabilities and English Learners.	200 Supplemental/Concentration 300 Site Discretionary 2000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	adjunct could still be done during the school day, the bulk of the planning is done during club hours. Include a field trip for students in student senate to see what other schools Leadership teams are doing. Review their materials and processes. Learning from other young leaders. Measure success through a "Student Engagement Survey" or by tracking the "Frequency of Student-Led Communications."		
4.2	Goal: To empower students as community leaders and active participants in their educational journey through the following initiatives: School Culture: Bi-annual PBIS Dragon Rally Days and Field Day events focused on student leadership. Some stations for the younger students would be run by older school mates. Career & College Readiness: Integrated career exploration via guest speakers, local business visits, and collaborative tours of Woodland High School (Ag and Theater departments). (Title I) Community Connectivity: Monthly Community Reader programs featuring student host ambassadors and student-led recommendations. Equity in STEM: Sustained partnership with the UC Davis STEM 4 Girls program for 5th and 6th-grade students to ensure equitable access to high-level hands-on science experiences.	All student groups with an emphasis on Students with Disabilities and English Learners.	1000 Site Discretionary 100 Supplemental/Concentration 1000 Title I Part A: Basic Grants Low-Income and Neglected
4.3	Goal: Support student-driven school improvement projects facilitated by the Youth Advisory Council. Project Development: Provide materials, equipment, and supplies for the "Alternative to Recess" program and other YAC-created initiatives.(Title I) Leadership Support: Allocate staff funding (VSA) to oversee the coordination and implementation of student-led assemblies and campus activities. By utilizing site-based personnel rather than external vendors, the school ensures that all programming remains culturally responsive, contextually relevant, and specifically tailored to the unique needs of the Maxwell student body.. Collaborative Funding: Leverage shared funding with Strategy 2.10 (VSA Dragon) to enhance school-wide culture and student-led leadership opportunities	All student groups with an emphasis on Students with Disabilities and English Learners.	100 Supplemental/Concentration 300 Site Discretionary 1000 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2025-26

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 primary focus of this year's implementation was the establishment of relational trust and a visible leadership presence. The new principal prioritized accessibility by: Spending the initial month deeply embedded in high-traffic student areas, including classrooms, recess, lunch, and arrival/dismissal zones, and crossing guard support.

Instating weekly morning assemblies for the first six weeks to establish school culture and personal rapport with the student body.

Conducting targeted climate surveys and interviews with both staff and students once a foundation of trust was established.

The strategies employed have yielded positive measurable and qualitative results:

Safety & Culture: Feedback from school-wide surveys indicates that the majority of students and staff now perceive the campus as a "safe and approachable" environment.

Student Agency: The Youth Advisory Council (YAC) has transitioned into a high-functioning governing body that directly influences both school practice and the allocation of funds.

Conflict Resolution & Inclusion: The school has made significant progress on the student-led "Alternative to Recess/Skill Building Time" project. This initiative provides structured support without removing recess privileges, fostering pro-social skills, with the support of our VSA.

Program Validation: Students specifically cited the Dragon Ambassadors, Dragon Spark Squad, buddy programs, and the formalized acknowledgment systems as the most effective drivers of school connectedness.

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

The primary discrepancy between the intended plan and actual implementation was a delay in staffing for student support services and a necessary refinement of the program's rollout strategy.

Strategic Realignment: As the incoming principal, I inherited an SPSA that included the "Alternative to Recess" concept but lacked a concrete operational plan. Implementation was intentionally phased to ensure a "Safety First" approach. The first semester was dedicated to auditing student behavior data and stabilizing existing systems to ensure campus safety was assured before launching new initiatives.

Data-Driven Adjustments: A deep analysis of behaviors in unstructured settings (recess/lunch) revealed that students lacked specific social-emotional skills, such as peer-conflict resolution and collaborative play. Furthermore, a lack of basic playground resources (balls, jump ropes) was identified as a contributing factor to behavioral friction.

Staffing & Recruitment Challenges: The school was unable to secure an intermediate intervention support provider during the Fall 2025 semester due to a lack of qualified candidates who could accommodate the required part-time hours. Finding the "right fit" for the school culture was prioritized over immediate hiring.

Corrective Action: Following the diagnostic phase, two VSA Dragon Spark Squad members were hired in February 2026. This shift moved the program from a theoretical concept to a functional reality, providing students with structured skill-building and the equipment necessary for successful social interactions during unstructured times.

Hiring Challenges: The school was unable to secure an intermediate intervention support provider during the Fall 2025 semester due to a lack of qualified candidates able to work the limited hours we could offer. It was extremely important that we hired the right fit for our students needs. This resulted in a temporary gap in planned behavioral and recess interventions during the first half of the year. This will not be a concern for the 26-27 school year as we are keeping the same Dragon Squad Team.

The school redirected its efforts following a data-driven review of student behaviors and YAC consultation. By February 2026, two VSA Dragon Spark Squad members were hired to implement these newly prioritized student-led and behavioral initiatives.

Program Alignment: This shift allowed for the full realization of the "Alternative to Recess" initiative. The new staff members provide essential skill-building for students to navigate social interactions successfully, offer structured recess options for those who require more support, and increase the overall adult-to-student ratio during unstructured times to ensure a safer campus climate.

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.

As a result of the 2025-2026 analysis, Maxwell Elementary is implementing several strategic changes to deepen student agency and address specific environmental concerns raised by student leaders.

1. Expansion of Student-Led Initiatives & Climate "Quick Wins"

Direct feedback from the Youth Advisory Council (YAC) and Chispitas led to immediate environmental improvements that will be sustained and expanded:

Safety & Privacy: To address safety concerns regarding restroom privacy, the school installed "gap blinders" on stall doors. This change directly responds to student and parent feedback and aims to improve student comfort and campus-wide safety perceptions.

Playground Revitalization: In response to student requests for functional equipment, the school has replenished playground supplies (e.g., tetherballs, jump ropes).

Positive Behavior Systems: The school will continue developing "The Golden Spatula" initiative to incentivize positive social behaviors during lunch.

2. Structural Shifts in Student Leadership (Student Senate)

To increase the impact of student leadership while protecting instructional time, the Student Senate will be reclassified from an adjunct duty to a paid VSA club position.

Increased Participation & Equity: Moving Senate meetings to a pre- or post-school club format allows for more dedicated project time. We will maintain a non-officer structure to promote equity, ensuring students from all intermediate grades can lead without the barriers of traditional titles.

Leadership Media Hub: To amplify student voice, a dedicated production space will be established. This hub will allow the Student Senate to produce digital broadcasts, fostering skills in digital literacy and oral communication.

3. Enhanced Recess & Social-Emotional Support

Building on the 80% approval rating of the ELOP-supported lunch activities, the school will continue to fund two staff members to lead structured play, music, and skill-building (e.g., four-square, dance, and organized sports). This strategy ensures that "Alternative to Recess" is a robust, skill-based program rather than a punitive one.

4. Location of Changes in SPSA

These refinements and the associated funding increases are documented in the following sections:

Strategy 4.1: Updated to include the transition of Student Senate to a VSA-supported club and the new "Media Hub."

Strategy 4.3: Expanded to include funding for the "Alternative to Recess" materials and the "Golden Spatula" initiative.

Strategy 4.4: Specifically outlines the reclassification of leadership roles and the "Leadership Media Hub" impact on ELA standards.

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	\$73,655
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,960.00
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	\$72,895.00
Title I Part A: Parent Involvement	\$760.00

Subtotal of additional federal funds included for this school: \$73,655.00

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	\$68,159.00
Site Discretionary	\$12,896.00
Supplemental/Concentration	\$38,250.00

Subtotal of state or local funds included for this school: \$119,305.00

Total of federal, state, and/or local funds for this school: \$192,960.00

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	68,159.00
Site Discretionary	12,896.00
Supplemental/Concentration	38,250.00
Title I Part A: Basic Grants Low-Income and Neglected	72,895.00
Title I Part A: Parent Involvement	760.00

Expenditures by Budget Reference

Budget Reference	Amount
	192,960.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	68,159.00
	Site Discretionary	12,896.00
	Supplemental/Concentration	38,250.00
	Title I Part A: Basic Grants Low-Income and Neglected	72,895.00
	Title I Part A: Parent Involvement	760.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,595.00
Goal 2	119,125.00
Goal 3	6,240.00
Goal 4	6,000.00

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

3 Parent or Community Members

Name of Members	Role
Elizabeth Cortez-Menendez	Principal
David Zendejas	Classroom Teacher
Alma De La Cruz	Other School Staff
Theresa Wheeler	Classroom Teacher
Alec Craig	Classroom Teacher
Cristina Mendoza	Parent or Community Member
Marisol Moreno	Parent or Community Member
Diana Lomeli	Parent or Community Member
Open	Parent or Community Member
Open	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/25/26.

Attested:



Principal, Elizabeth Cortez-Menendez on 4/25/26



SSC Chairperson, Cristina Mendoza on 4/25/26