



# Rhoda Maxwell Elementary School

50 Ashley Ave. • Woodland, CA 95695 • (530) 662-1784 • Grades K-6

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
www.wjusd.org

#### District Governing Board

Jake Whitaker, President

Rogelio Villagrana, Vice President

Deborah Bautista Zavala, Clerk

Morgan Childers

Kandice Richardson Fowler

Bibiana Garcia

Noel J. Rodriguez

#### District Administration

Thomas Pritchard  
Superintendent

Elodia Ortega-Lampkin  
Associate Superintendent  
Educational Services

Lewis Wiley, Jr.  
Associate Superintendent  
Business Services

Leanee Medina Estrada  
Assistant Superintendent  
Human Resource Services

### School Description

At Maxwell Elementary, we nurture a learning environment that promotes high expectations for academic success. All students follow the "Dragon Way" of being safe, being respectful, being responsible, and being engaged in order to ensure a positive school culture. Students' progress toward mastery of Content Standards measured throughout the year. This allows teachers to differentiate for individual student learning and acceleration. Students are recognized for effort, achievement, citizenship, leadership, and perfect attendance throughout the year. We celebrate our student success during our school-wide assemblies and recognize them for academic proficiency and growth with awards and medals, and citizenship through our Student-of-the-Week program. At Maxwell, we value and nurture a diversity of cultures, languages, and learning styles and recognize the richness of their contributions. Parents are important partners in our educational community and are involved in a variety of ways from volunteering in the classrooms to membership in school-based organizations. Parent input is encouraged in the decision-making process and at the advisory level.

### MISSION STATEMENT

Our mission is to inspire all students to become respectful individuals and creative thinkers.

### VISION STATEMENT

Our school environment is one in which all learners grow and succeed. We value and accommodate diversity. We support our learners because they are capable, and we believe in them. Our teaching practices are both reflective of and responsive to the needs of our students. Families are partners in the learning process. We embrace communication between staff and the community as we work to create the best learning opportunities for all children.

### BELIEF STATEMENTS

As a staff we:

- Hold high expectations for ourselves and our students.
- Celebrate staff and student successes.
- Provide a safe, caring, and respectful learning environment that promotes high academic achievement and personal growth.
- Engage parents and the community in student learning and decision making.
- Commit to exemplary instructional practices.
- Participate in ongoing professional development to ensure we are using current research-based programs, practices, and strategies.
- Engage in reflective practice to ensure we are meeting the needs of the students in a standards-based classroom.
- Assist and support students in the effective use of technology.

## School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,636 students in the 2019-2020 school year.

Maxwell Elementary School operates on a traditional calendar, and during the 2019-2020 school year, 421 students were enrolled in grades transitional kindergarten through sixth grade. The school also supports a full-day State Preschool Program and a state-licensed special education program for preschoolers.

## About the SARC

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 108                |
| Grade 1                 | 50                 |
| Grade 2                 | 46                 |
| Grade 3                 | 53                 |
| Grade 4                 | 58                 |
| Grade 5                 | 52                 |
| Grade 6                 | 54                 |
| <b>Total Enrollment</b> | <b>421</b>         |

### 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.2                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 2.9                         |
| Filipino                            | 0.2                         |
| Hispanic or Latino                  | 70.1                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 21.4                        |
| Two or More Races                   | 1.2                         |
| Socioeconomically Disadvantaged     | 71                          |
| English Learners                    | 29.5                        |
| Students with Disabilities          | 17.1                        |
| Foster Youth                        | 1                           |
| Homeless                            | 3.3                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Rhoda Maxwell       | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | 18    | 18    | 17    |
| Without Full Credential                     | 1     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 1     | 0     | 0     |

| Teacher Credentials for Woodland Joint      | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | ◆     | ◆     | 404   |
| Without Full Credential                     | ◆     | ◆     | 15    |
| Teaching Outside Subject Area of Competence | ◆     | ◆     | 1     |

### Teacher Misassignments and Vacant Teacher Positions at Rhoda Maxwell Elementary School

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 2     |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2020, regarding textbooks in use during the 2020-2021 school year.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2020**

| Core Curriculum Area                 | Textbooks and Instructional Materials/Year of Adoption   |
|--------------------------------------|--|
| <p><b>Reading/Language Arts</b></p>  | <p>McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6<br/>Adopted 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p> |
| <p><b>Mathematics</b></p>            | <p>Houghton Mifflin Harcourt –Math Expressions<br/>Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>                         |
| <p><b>Science</b></p>                | <p>Pearson Scott Foresman<br/>Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> No<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>   |
| <p><b>History-Social Science</b></p> | <p>Prentice Hall<br/>Adopted 2006</p> <p>Scott Foresman<br/>Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> No<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>                 |
| <p><b>Health</b></p>                 | <p>Health Connected: Puberty Talks<br/>Adopted 2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>                                     |

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Maxwell Elementary School, originally constructed in the 1970's, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 20 classrooms, five portable classrooms, one Reading Room, one library, one multipurpose room, one staff room, and two playgrounds. A Special Day Class pre-school facility was added to the campus in 2006-07, consisting of portables with two classrooms, an OT room, and a speech room. Facility information is current as of September 29, 2020.

**Cleaning Process**

The Principal works daily with a custodial staff to ensure regular and continual maintenance of the school's physical environment.

**Maintenance and Repair**

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in working order.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 09/29/2020**

| System Inspected                                     | Repair Status | Repair Needed and Action Taken or Planned  |
|--|---------------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | Good          |  |
| <b>Interior:</b><br>Interior Surfaces                | Poor          | Room A1:<br>4: (D) Ceiling tiles missing, damaged or loose. Wall/ceiling tiles are missing. Replace or remove glue and patch and paint, work order 42580.<br>Room A3:<br>4: (D) Ceiling tiles missing, damaged or loose. Wall/ceiling tile is missing, replace or remove glue, patch and paint, work order 42581.<br>Room B3:<br>4: (D) Ceiling tiles missing, damaged or loose. Acoustical wall/ceiling tile is missing. Remove glue, patch and paint.<br>7: (D) Improper usage of extension cords or extension cord trip hazard. Teacher is using extension cord to plug in computer.<br>9: (D) Water pressure too high or low. Fountain pressure is low.<br>Work order 42582.<br>Room C2:<br>4: (D) Ceiling tiles missing, damaged or loose. Acoustical ceiling/wall tiles missing. Remove glue, patch and paint, work order 42583.<br>Room C4:<br>4: (D) Walls have damage from cracks, tears, holes or water damage. Drywall above door needs to be patched and painted. Attempt to patch various holes in wall around room, work order 42584.<br>Room D2:<br>4: (D) Wall tiles are missing, damaged, or loose. Wall tile missing, replace or remove glue, patch and paint. |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
|  |               | <p>7: (D) Electrical components are damaged or not functioning properly. Wiremold and wiremold box feeding "floodlights" needs to be secured properly and proper components installed.</p> <p>(D) lighting fixture or bulbs are not working or missing. Light fixtures seem to be dim. Check with teacher/admin to see if brighter bulbs should be installed. Work order 42585.</p> <p>Room E1:</p> <p>4: (D) Ceiling tiles missing, damaged or loose. Acoustical ceiling tile is missing. Either replace tile or remove glue and patch and paint.</p> <p>9: (D) Water pressure too high or low. Fountain pressure is too high. Work order 42586.</p> <p>Room F2:</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage. Ceiling in alcove area needs hole patched, covers installed.</p> <p>9: (D) Water pressure too low, both fountain and faucet. Work order 42588.</p> <p>Room P1:</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage. Repair or cover torn wallcovering by door, work order 42590.</p> |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          |   |
| <b>Electrical:</b><br>Electrical                                     | Poor          | <p>Room B3:</p> <p>4: (D) Ceiling tiles missing, damaged or loose. Acoustical wall/ceiling tile is missing. Remove glue, patch and paint.</p> <p>7: (D) Improper usage of extension cords or extension cord trip hazard. Teacher is using extension cord to plug in computer.</p> <p>9: (D) Water pressure too high or low. Fountain pressure is low. Work order 42582.</p> <p>Room D2:</p> <p>4: (D) Wall tiles are missing, damaged, or loose. Wall tile missing, replace or remove glue, patch and paint.</p> <p>7: (D) Electrical components are damaged or not functioning properly. Wiremold and wiremold box feeding "floodlights" needs to be secured properly and proper components installed.</p> <p>(D) lighting fixture or bulbs are not working or missing. Light fixtures seem to be dim. Check with teacher/admin to see if brighter bulbs should be installed. Work order 42585.</p> <p>Room E3:</p> <p>7: (D) Electrical outlet covers or light switch covers are damaged or missing. Two types of wiremold need to be secured</p>         |

| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned  |
|---|---------------|--|
|   |               | <p>properly, boxes installed to cover up exposed wiring.<br/>           Work order 42587.<br/>           Room P6:<br/>           7: (D) lighting fixture or bulbs are not working or missing<br/>           9: (D) Water pressure too high.<br/>           Work order 42591.</p>   |
| <p><b>Restrooms/Fountains:</b><br/>           Restrooms, Sinks/ Fountains</p>                 | <p>Fair</p>   | <p>Room B3:<br/>           4: (D) Ceiling tiles missing, damaged or loose. Acoustical wall/ceiling tile is missing. Remove glue, patch and paint.<br/>           7: (D) Improper usage of extension cords or extension cord trip hazard. Teacher is using extension cord to plug in computer.<br/>           9: (D) Water pressure too high or low. Fountain pressure is low.<br/>           Work order 42582.<br/>           Room E1:<br/>           4: (D) Ceiling tiles missing, damaged or loose. Acoustical ceiling tile is missing. Either replace tile or remove glue and patch and paint.<br/>           9: (D) Water pressure too high or low. Fountain pressure is too high.<br/>           Work order 42586.<br/>           Room F2:<br/>           4: (D) Ceilings have damage from cracks, tears, holes, or water damage. Ceiling in alcove area needs hole patched, covers installed.<br/>           9: (D) Water pressure too low, both fountain and faucet.<br/>           Work order 42588.<br/>           Room G1:<br/>           9: (D) Water is not clear.<br/>           (D) Water pressure too low.<br/>           Work order 42589.<br/>           Room P6:<br/>           7: (D) lighting fixture or bulbs are not working or missing.<br/>           9: (D) Water pressure too high.<br/>           Work order 42591.</p> |
| <p><b>Safety:</b><br/>           Fire Safety, Hazardous Materials</p>                         | <p>Good</p>   |  |
| <p><b>Structural:</b><br/>           Structural Damage, Roofs</p>                             | <p>Good</p>   |  |
| <p><b>External:</b><br/>           Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | <p>Good</p>   |  |
| <p><b>Overall Rating</b></p>  | <p>Fair</p>   |  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 41           | N/A          | 43             | N/A            | 50          | N/A         |
| Math    | 23           | N/A          | 28             | N/A            | 39          | N/A         |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 29           | N/A          | 23             | N/A            | 30          | N/A         |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement

The school district benefits from extensive support from parents and community members. Maxwell Elementary School is proud of its many opportunities for parents to volunteer their time and participate in site-based decision making. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council membership. Maxwell Elementary School also benefits from the generous donations of goods and services from several local businesses. Students will have the opportunity to participate in decision-making activities including, but not limited to, student council, leadership team, Healthy Kids Survey, Peer Model Program, and choice within the classroom.

#### Contact Information

Parents who wish to participate in Maxwell Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-1784. The district's website ([www.wjUSD.org](http://www.wjUSD.org)) provides a variety of resources for parents, students, and community members. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The safety of students is a priority of the school staff. Students are supervised throughout the day by teachers. There is a designated area for student drop-off and pick-up at the school. Visitors to the school must check-in at the office and wear a visitor's badge while on campus; the badge is subsequently relinquished upon checking out at the office.

Maxwell Elementary School's Site Safety Plan is revised each year by the School Site Council, which consists of administrators and teachers. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations, off-campus evacuation, and annual disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The Safety Plan was last approved by the Site Council on January 16, 2020.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.9            | 1.2            | 6.0              | 5.7              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.0              | 0.0              | 0.1           | 0.1           |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions |                |                  | 2.5           |
| Expulsions  |                |                  | 0.1           |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### D. Other SARC Information

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

#### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 0     |

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

#### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0                                  |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   | 4.0                                  |

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                | 2019-20            | 2019-20                 | 2019-20                  | 2019-20                |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|             | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K           | 20                 | 1                       | 4                        |                        | 20                 | 1                       | 4                        |                        | 18                 | 3                       | 3                        |                        |
| 1           | 21                 | 1                       | 2                        |                        | 23                 |                         | 2                        |                        | 17                 | 3                       |                          |                        |
| 2           | 26                 | 1                       | 1                        | 1                      | 27                 |                         | 2                        |                        | 23                 |                         | 2                        |                        |
| 3           | 26                 |                         | 2                        |                        | 29                 |                         | 2                        |                        | 27                 |                         | 2                        |                        |
| 4           | 25                 |                         | 2                        |                        | 26                 |                         | 2                        |                        | 38                 |                         | 2                        | 1                      |
| 5           | 27                 |                         | 2                        |                        | 26                 |                         | 2                        |                        | 26                 |                         | 2                        |                        |
| 6           | 26                 |                         | 3                        |                        | 27                 |                         | 2                        |                        | 54                 |                         |                          | 2                      |
| Other**     |                    |                         |                          |                        |                    |                         |                          |                        | 78                 |                         |                          | 3                      |

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement |         |         |         |

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

### FY 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$45,236        | \$49,782                                     |
| Mid-Range Teacher Salary      | \$64,833        | \$76,851                                     |
| Highest Teacher Salary        | \$91,792        | \$97,722                                     |
| Average Principal Salary (ES) | \$107,223       | \$121,304                                    |
| Average Principal Salary (MS) | \$112,421       | \$128,629                                    |
| Average Principal Salary (HS) | \$124,016       | \$141,235                                    |
| Superintendent Salary         | \$224,180       | \$233,396                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 33.0            | 33.0   |
| Administrative Salaries    | 5.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,097 to educate each student (based on 2018-19 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies, Tobacco Use Prevention Education

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total    | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$10,351 | \$4,565    | \$5,786      | \$80,596               |
| District    | N/A      | N/A        | \$6,868      | \$68,811               |
| State       | N/A      | N/A        | \$7,750      | \$79,209               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -17.1        | 15.8                   |
| School Site/ State   | -29.0        | 1.7                    |

Note: Cells with N/A values do not require data.