

Rhoda Maxwell Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Woodland Joint Unified School District

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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 is 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 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 recognized as 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, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served over 10,550 students in the 2015-2016 school year.

Maxwell Elementary School operates on a traditional calendar, and during the 2015-16 school year, 499 students were enrolled in grades transitional kindergarten through sixth grade.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	75
Grade 2	63
Grade 3	59
Grade 4	54
Grade 5	80
Grade 6	65
Total Enrollment	492

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1
Asian	3.5
Filipino	0.2
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	0.4
White	20.5
Two or More Races	0.8
Socioeconomically Disadvantaged	74.8
English Learners	34.1
Students with Disabilities	18.7
Foster Youth	1

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			
Rhoda Maxwell Elementary School	15-16	16-17	17-18
With Full Credential	26.6	24	22
Without Full Credential	1.4	0	1
Teaching Outside Subject Area of Competence	0	0	1
Woodland Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Rhoda Maxwell Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	24
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0.4	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. 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 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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 August 16, 2017.

Cleaning Process

The Principal works daily with a custodial staff of three (one full-time, three part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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 time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room P4: 2. (D) Vents or surrounding areas are dirty
Interior: Interior Surfaces		X		Multi Purpose Room: 4: (D) Ceiling tiles are stained (D) Plaster or paint is damaged

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				(D) Floor tiles are missing damaged, or loose at entry 7: (D) lighting fixture or bulbs are not working or missing Room G1: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose (D) Walls have damage from cracks, tears, holes or water damage 7: (D) Electrical outlet covers or light switch covers are damaged or missing 8: (D) Toilet/urinal/sink is damaged, broken, or clogged Room P6: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose Room P9: 4: (D) Ceiling tiles missing, damaged or loose (D) Carpeting damaged or stained
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Room C1: 5: (D) Cluttered classroom or storerooms Refrigerator microwave Room C2: 5: (D) Cluttered classroom or storerooms Refrigerator microwave Room C3: 5: Refrigerator microwave (D) Cluttered classroom or storerooms Room D1: 5: (D) Cluttered classroom or storerooms Room D2: 5: (D) Areas evaluated have accumulated refuse (D) Unsecured items are stored too high (D) Cluttered classroom or storerooms Room E2: 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high Room E3: 5: (D) Unsecured items are stored too high (D) Cluttered classroom or storerooms Room G2: 5: (D) Cluttered classroom or storerooms
Electrical: Electrical		X		Multi Purpose Room: 4: (D) Ceiling tiles are stained (D) Plaster or paint is damaged (D) Floor tiles are missing damaged, or loose at entry 7: (D) lighting fixture or bulbs are not working or missing Room D3: 7: (D) Electrical components are damaged or not functioning properly outlet flashed Room G1:

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose (D) Walls have damage from cracks, tears, holes or water damage 7: (D) Electrical outlet covers or light switch covers are damaged or missing 8: (D) Toilet/urinal/sink is damaged, broken, or clogged Room P10: 7: (D) Lighting covers are missing, damaged, or loose
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room G1: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose (D) Walls have damage from cracks, tears, holes or water damage 7: (D) Electrical outlet covers or light switch covers are damaged or missing 8: (D) Toilet/urinal/sink is damaged, broken, or clogged
Safety: Fire Safety, Hazardous Materials	X			Room E2: 10. (D) Fire extinguisher is out of date or missing tag Room F1: 10. (D) Fire extinguisher is out of date or missing tag
Structural: Structural Damage, Roofs	X			Room P3: 12. (D) damage to stairway or ramp 15. (D) windows are boarded up
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Room P1: 4. (D) ceiling tiles missing, damaged or loose 15. (D) windows are boarded-up Room P3: 12. (D) damage to stairway or ramp 15. (D) windows are boarded up
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	27	40	38	48	48
Math	24	17	27	27	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	66	62	93.9	32.3
Male	33	29	87.9	41.4
Female	33	33	100.0	24.2
Hispanic or Latino	47	43	91.5	23.3
White	13	13	100.0	69.2
Socioeconomically Disadvantaged	55	54	98.2	27.8
English Learners	19	19	100.0	15.8

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	58	32	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	34.2	21.5	10.1

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	253	98.83	27.27
Male	134	131	97.76	23.66
Female	122	122	100	31.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	187	185	98.93	23.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	41.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	196	98.99	25.51
English Learners	117	117	100	23.08
Students with Disabilities	43	42	97.67	7.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	253	98.83	17
Male	134	131	97.76	20.61
Female	122	122	100	13.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	187	185	98.93	14.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	28.3
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	196	98.99	13.78
English Learners	117	117	100	13.68
Students with Disabilities	43	42	97.67	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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, fund raising, 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.

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) provides a variety of resources for parents, students and community members.

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

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 spring 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 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 is currently being review and update by our Safety Team.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.7	2.5	2.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2007-2008
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	1.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	19	19	1	1	1	4	4	4			
1	16	22	24	3	1			2	3			
2	29	30	31				2	2	2			
3	25	21	29		1		3	2	2			
4	32	26	27				2	3	2			
5	32	32	27				2	2	3			
6	32	32	33				2	2	1			1
Other	9		7	1		1						

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

Professional Development provided for Teachers

The 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. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,475	\$46,511
Mid-Range Teacher Salary	\$62,310	\$73,293
Highest Teacher Salary	\$86,258	\$92,082
Average Principal Salary (ES)	\$106,757	\$113,263
Average Principal Salary (MS)	\$114,823	\$120,172
Average Principal Salary (HS)	\$121,527	\$131,203
Superintendent Salary	\$211,312	\$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

Woodland Joint Unified School District spent an average of \$11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES Counseling Grant Federal, Special Education Federal, Vocational and Applied Secondary Lottery Agriculture Vocational Grant Elementary Counseling Grant Title I Title II Title III Special Ed-State Medi-Cal Small Learning Communities Partnership Academies

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,359	\$2,624	\$3,735	\$63,811
District	♦	♦	\$4,126	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-9.5	4.7
Percent Difference: School Site/ State			-30.2	-7.9

* Cells with ♦ do not require data.