

# Maxwell Middle School

146 North Street • Maxwell, CA, 95955 • 530-438-2401 • Grades 6-8

Staci deWit, Principal

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### **Maxwell Unified School District**

515 Oak Street/P.O. Box 788

Maxwell, CA, 95955

530-438-2291

[www.maxwell.k12.ca.us](http://www.maxwell.k12.ca.us)

### **District Governing Board**

Kelly Haywood

Cristy Edwards

Tom Charter

Diana Azevedo

Robert Shadley III

### **District Administration**

Zach Thurman

**Superintendent**

Staci deWit

### **School Description**

Welcome to Maxwell Middle School. We are a small 6 - 8 school located at the same site as Maxwell Elementary School (K-5) in the rural agricultural community of Maxwell, California. Here at Maxwell Middle School, we focus on developing and extending our students' educational interests while assisting and supporting their overall welfare. We provide a strong curriculum of the highest standards through a local-based, decision-making partnership of students, family, education, and community. Our staff stays current with the latest educational research while working to maintain the strong moral values of small town, rural America.

### **Mission Statement**

Maxwell Unified School District (MUSD) strives to provide a meaningful, rigorous academic program for all students within a safe and supportive environment, prepare all students to be career or college ready, positive contributors to society, and promote academic excellence in all students, personal integrity, and responsible decision-making.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	24
Grade 7	22
Grade 8	25
<b>Total Enrollment</b>	<b>71</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	4.2
Asian	1.4
Filipino	0.0
Hispanic or Latino	46.5
Native Hawaiian or Pacific Islander	1.4
White	45.1
Socioeconomically Disadvantaged	80.3
English Learners	21.1
Students with Disabilities	18.3
Foster Youth	1.4

## 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			
Maxwell Middle School	16-17	17-18	18-19
With Full Credential	2	2	4
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Maxwell Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	21
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Maxwell Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* 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 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync. McGraw/Hill (6-8)/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Mathematics (CPM) (6 - 8)/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall: 6- Focus on Earth, 7- Focus on Life, 8- Focus on Physical The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	6th World History: Ancient Civilization, National Geographic Learning/2018; 7th World History: Medieval and Early Modern Times, National Geographic Learning/2018; 8th U.S. History: America Stories, Beginnings to World War I, National Geographic Learning/2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Bienvenidos 1997, Glencoe, Abordo, 1997, Glencoe The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Holt Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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

Because Maxwell Elementary School and Maxwell Middle School are at the same site, they have the same FIT report information.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Drinking fountain needs parts replaced. Leaking. Parts are ordered. Will be completed as soon as possible.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>		

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	<b>Exemplary</b>	

**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

**2017-18 CAASPP Results for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	30.0	24.0	41.0	34.0	48.0	50.0
<b>Math</b>	32.0	29.0	42.0	35.0	37.0	38.0

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**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	21.7	30.4	

\* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	76	70	92.11	24.29
<b>Male</b>	40	38	95.00	23.68
<b>Female</b>	36	32	88.89	25.00
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	37	37	100.00	21.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	31	27	87.10	29.63
<b>Socioeconomically Disadvantaged</b>	60	56	93.33	23.21
<b>English Learners</b>	27	27	100.00	25.93
<b>Students with Disabilities</b>	12	11	91.67	9.09
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	76	70	92.11	28.57
Male	40	38	95	31.58
Female	36	32	88.89	25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	37	37	100	24.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	27	87.1	40.74
Socioeconomically Disadvantaged	60	56	93.33	28.57
English Learners	27	27	100	25.93
Students with Disabilities	12	11	91.67	0
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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

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

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

#### **State Priority: School Climate**

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

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

#### **School Safety Plan**

Our School Safety Plan outlines the responses for earthquakes, fire, and intruder alerts. A sign is posted outside the office door in two languages stating that all visitors must sign in. All athletic coaches are trained in CPR and first aid. A school bus safety drill is held every year, and the school has zero tolerance drug and gang policies. The School Safety Plan was last reviewed and updated by faculty and School Site Council in October 2018.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	5.8	9.5	21.0
Expulsions Rate	0.0	0.0	1.2
District	2015-16	2016-17	2017-18
Suspensions Rate	10.6	6.9	9.2
Expulsions Rate	0.0	0.0	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	18.0	20.0	22.0	3	3	3	2	2	2			
Mathematics	20.0	18.0	24.0	1	2	1	1	1	1			
Science	20.0	22.0	24.0	1	1	1	1	1	1			
Social Science	20.0	22.0	24.0	1	1	1	1	1	1			

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

**Professional Development provided for Teachers**

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,990
Mid-Range Teacher Salary		\$61,614
Highest Teacher Salary		\$85,083
Average Principal Salary (ES)		\$100,802
Average Principal Salary (MS)		\$105,404
Average Principal Salary (HS)		\$106,243
Superintendent Salary		\$132,653
Percent of District Budget		
Teacher Salaries	33.0	30.0
Administrative Salaries	9.0	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

After School programs are provided by the ASES grant.

### 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).

### 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,026.53	\$1,448.53	\$6,578.00	\$62,774.75
District	◆	◆	\$6,213.71	
State	◆	◆	\$7,125	\$63,590
Percent Difference: School Site/District			5.7	1.1
Percent Difference: School Site/ State			0.1	0.6

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.