

Maxwell Middle School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Maxwell Unified School District

515 Oak Street/P.O. Box 788

Maxwell, CA, 95955

530-438-2291

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District Governing Board

Kelly Haywood

Cristy Edwards

Tom Charter

Diana Azevedo

Robert Shadley III

District Administration

Zach Thurman

Superintendent

Staci deWit

Principal

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 24 |
| Grade 7 | 24 |
| Grade 8 | 23 |
| Total Enrollment | 71 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 2.8 |
| Asian | 1.4 |
| Hispanic or Latino | 54.9 |
| Native Hawaiian or Pacific Islander | 2.8 |
| White | 36.6 |
| Socioeconomically Disadvantaged | 80.3 |
| English Learners | 26.8 |
| Students with Disabilities | 14.1 |
| Homeless | 5.6 |

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 Maxwell Middle School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 2 | 4 | 4 |
| Without Full Credential | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | |

| Teacher Credentials for Maxwell Unified School District | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 22 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

Teacher Misassignments and Vacant Teacher Positions at Maxwell Middle School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* 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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

| 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 |

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: October 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | All drinking fountains have been fixed. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 24 | 35 | 34 | 39 | 50 | 50 |
| Math | 29 | 30 | 35 | 36 | 38 | 39 |

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.

School Year 2018-19 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 | 71 | 66 | 92.96 | 34.85 |
| Male | 34 | 32 | 94.12 | 28.13 |
| Female | 37 | 34 | 91.89 | 41.18 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 36 | 92.31 | 22.22 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 27 | 25 | 92.59 | 56.00 |
| Socioeconomically Disadvantaged | 60 | 57 | 95.00 | 33.33 |
| English Learners | 29 | 26 | 89.66 | 15.38 |
| Students with Disabilities | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 7 | 33.3 | 25.0 | 29.2 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 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 2018-19 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 | 72 | 67 | 93.06 | 29.85 |
| Male | 34 | 33 | 97.06 | 33.33 |
| Female | 38 | 34 | 89.47 | 26.47 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 37 | 94.87 | 24.32 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 28 | 25 | 89.29 | 44.00 |
| Socioeconomically Disadvantaged | 61 | 58 | 95.08 | 27.59 |
| English Learners | 29 | 27 | 93.10 | 18.52 |
| Students with Disabilities | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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 2019-20)

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 in August 2019 and Board approved in August 2019.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 9.5 | 21.0 | 6.6 |
| Expulsions Rate | 0.0 | 1.2 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 6.9 | 9.2 | 4.4 |
| Expulsions Rate | 0.0 | 0.5 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| 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 2018-19)

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

* 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 | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|----------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| English | 20 | 3 | 2 | | 22 | 3 | 2 | | 20 | 1 | 4 | |
| Mathematics | 18 | 2 | 1 | | 24 | 1 | 1 | | 24 | | 2 | |
| Science | 22 | 1 | 1 | | 24 | 1 | 1 | | 24 | | 2 | |
| Social Science | 22 | 1 | 1 | | 24 | 1 | 1 | | 24 | | 2 | |

* 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

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 1 | 1 | 1 |

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 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$45,899 | \$43,574 |
| Mid-Range Teacher Salary | \$62,964 | \$63,243 |
| Highest Teacher Salary | \$82,305 | \$86,896 |
| Average Principal Salary (ES) | \$90,297 | \$103,506 |
| Average Principal Salary (MS) | \$0 | \$108,961 |
| Average Principal Salary (HS) | \$0 | \$108,954 |
| Superintendent Salary | \$136,000 | \$136,125 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 33% | 30% |
| Administrative Salaries | 11% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$7,557.09 | \$1,070.89 | \$6,486.20 | \$62,460 |
| District | N/A | N/A | \$7,891.26 | \$61,437.00 |
| State | N/A | N/A | \$7,506.64 | \$64,732.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -19.5 | 1.1 |
| School Site/ State | 0.1 | 0.6 |

Note: Cells with N/A values 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.