

# Maxwell Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Maxwell Elementary School
<b>Street</b>	146 North St.
<b>City, State, Zip</b>	Maxwell, CA 95955
<b>Phone Number</b>	(530) 438-2401
<b>Principal</b>	Staci deWit
<b>Email Address</b>	sdewit@maxwell.k12.ca.us
<b>School Website</b>	<a href="http://www.maxwell.k12.ca.us">http://www.maxwell.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	06616066003503

## 2021-22 District Contact Information

<b>District Name</b>	Maxwell Unified School District
<b>Phone Number</b>	(530) 438-2052
<b>Superintendent</b>	Summer Shadley
<b>Email Address</b>	sshadley@maxwell.k12.ca.us
<b>District Website Address</b>	<a href="http://www.maxwell.k12.ca.us/">http://www.maxwell.k12.ca.us/</a>

## 2021-22 School Overview

Welcome to Maxwell Elementary School. We are a small K-5 school located in the rural agricultural community of Maxwell, California. Here at Maxwell Elementary 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	21
Grade 2	24
Grade 3	30
Grade 4	25
Grade 5	31
<b>Total Enrollment</b>	<b>148</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
American Indian or Alaska Native	2
Black or African American	0.7
Hispanic or Latino	52.7
White	44.6
English Learners	41.2
Homeless	24.3
Socioeconomically Disadvantaged	69.6
Students with Disabilities	10.1

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders. McGraw/Hill (K-5)/2016	Yes	0
Mathematics	Houghton Mifflin: Math In Focus/Singapore Math (K-5)/2015	Yes	0
Science	California Science, Scott Foresman (K-5)	Yes	0
History-Social Science	History Social Science for California, Scott Foresman (K-5); Studies Weekly	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

### School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		December 2021		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	NT	NT	NT	NT
Female	52	NT	NT	NT	NT
Male	38	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	39	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	56	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	14	NT	NT	NT	NT



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	NT	NT	NT	NT
Female	52	NT	NT	NT	NT
Male	38	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	39	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	56	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	14	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	32	32	99%	1%	50%
Female	20	19	99%	1%	28%
Male	12	12	100%	0%	45%
American Indian or Alaska Native	0	0	0	0	
Asian	0				
Black or African American	0				
Filipino	0				
Hispanic or Latino	1	1	100%	0%	0%

<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	16	16	100%	0%	75%
<b>English Learners</b>	15	15	100%	0%	21%
<b>Foster Youth</b>	0				
<b>Homeless</b>	10	10	100%	0%	14%
<b>Military</b>	0				
<b>Socioeconomically Disadvantaged</b>	18	18	100%	0%	27%
<b>Students Receiving Migrant Education Services</b>	5	5	100%	0%	0%
<b>Students with Disabilities</b>	1	0	0%	100%	0%
<b>All Students</b>	25	25	100%	0%	48%
<b>Female</b>	16	16	100%	0%	24%
<b>Male</b>	9	9	100%	0%	16%
<b>American Indian or Alaska Native</b>	1	1	100%	0%	100%
<b>Asian</b>	0				
<b>Black or African American</b>	0				
<b>Filipino</b>	0				
<b>Hispanic or Latino</b>	7	7	100%	0%	28%
<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	11	11	100%	0%	54%
<b>English Learners</b>	14	14	100%	0%	21%
<b>Foster Youth</b>	0				
<b>Homeless</b>	5	5	100%	0%	20%
<b>Military</b>	0				
<b>Socioeconomically Disadvantaged</b>	16	16	100%	0%	22%
<b>Students Receiving Migrant Education Services</b>	1	1	100%	0%	0%
<b>All Students</b>	31	29	98%	2%	32%
<b>Female</b>	16	16	100%	0%	44%
<b>Male</b>	15	13	98%	2%	26%
<b>American Indian or Alaska Native</b>	1	1	100%	0%	100%
<b>Asian</b>	0				
<b>Black or African American</b>	0				
<b>Filipino</b>	0				
<b>Hispanic or Latino</b>	4	3	99%	1%	25%
<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	15	15	100%	0%	60%
<b>English Learners</b>	13	13	100%	0%	23%
<b>Foster Youth</b>	0				
<b>Homeless</b>	17	17	100%	0%	23%
<b>Military</b>	0				
<b>Socioeconomically Disadvantaged</b>	21	21	100%	0%	23%

<b>Students with Disabilities</b>	1	0	0%	100%	0%
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\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	32	31	99%	1%	65%
<b>Female</b>	19	19	100%	0%	29%
<b>Male</b>	12	12	100%	0%	24%
<b>American Indian or Alaska Native</b>	0				
<b>Asian</b>	0				
<b>Black or African American</b>	0				
<b>Filipino</b>	0				
<b>Hispanic or Latino</b>	1	1	100%	0%	0%
<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	16	16	100%	0%	87%
<b>English Learners</b>	15	15	100%	0%	13%
<b>Foster Youth</b>	0				
<b>Homeless</b>	10	10	100%	0%	20%
<b>Military</b>	0				
<b>Socioeconomically Disadvantaged</b>	18	18	100%	0%	16%
<b>Students Receiving Migrant Education Services</b>	5	5			
<b>Students with Disabilities</b>	1	0	0%	100%	0%
<b>All Students</b>	25	25	100%	0%	32%
<b>Female</b>	16	16	100%	0%	12%
<b>Male</b>	9	9	100%	0%	21%
<b>American Indian or Alaska Native</b>	1	1	100%	0%	0%
<b>Asian</b>	0				
<b>Black or African American</b>	0				
<b>Filipino</b>	0				
<b>Hispanic or Latino</b>	7	7	100%	0%	28%
<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	11	11	100%	0%	36%
<b>English Learners</b>	14	14	100%	0%	20%
<b>Foster Youth</b>	0				
<b>Homeless</b>	5	5	100%	0%	20%
<b>Military</b>	0				
<b>Socioeconomically Disadvantaged</b>	16	16	100%	0%	16%

<b>Students with Disabilities</b>	0				
<b>All Students</b>	31	29	98%	2%	33%
<b>Female</b>	16	16	100%	0%	14%
<b>Male</b>	15	13	98%	2%	40%
<b>American Indian or Alaska Native</b>	1	1	100%	0%	100%
<b>Asian</b>	0				
<b>Black or African American</b>	0				
<b>Filipino</b>	0				
<b>Native Hawaiian or Pacific Islander</b>	0				
<b>White</b>	15	15	100%	0%	66%
<b>English Learners</b>	13	12	99%	1%	6%
<b>Foster Youth</b>	0				
<b>Homeless</b>	17	16	99%	1%	29%
<b>Military</b>	0				
<b>Socioeconomically Disadvantaged</b>	21	21	100%	0%	33%
<b>Students Receiving Migrant Education Services</b>	3	3	100%	0%	33%
<b>Students with Disabilities</b>	1	0	0%	100%	0%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	NT	NT	NT	NT
Female	16	NT	NT	NT	NT
Male	15	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	30	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

### B. Pupil Outcomes

#### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

There are many ways for parents to become involved in our school. Programs and activities include; Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), 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](mailto:sdewit@maxwell.k12.ca.us).

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	176	166	24	14.5
Female	90	88	11	12.5
Male	86	78	13	16.7
American Indian or Alaska Native	3	3	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	87	85	15	17.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	84	77	9	11.7
English Learners	70	69	12	17.4
Foster Youth	0	0	0	0.0
Homeless	46	45	10	22.2
Socioeconomically Disadvantaged	116	114	22	19.3
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	25	24	3	12.5

## C. Engagement

### 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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.09	0.00	4.37	0.27	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.59	3.21	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 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 August 2021 and Board approved in November 2021.

### D. Other SARC Information

#### Information Required in the SARC

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



## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		1	
1	26		1	
2	22		1	
3	17	2		
4	21		1	
5	21	1	1	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	44			1
1	44			1
2	37		1	1
3	46			1
4	105			1
5	42			1
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1		
1	21		1	
2	24		1	
3	15	2		
4	25		1	
5	31		1	
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7476.27	\$1432.87	\$6,043.40	\$57,319.86
<b>District</b>	N/A	N/A	\$4761.64	\$66,445
<b>Percent Difference - School Site and District</b>	N/A	N/A	23.7	-14.7
<b>State</b>			\$8,444	\$71,544
<b>Percent Difference - School Site and State</b>	N/A	N/A	-33.1	-22.1

## 2020-21 Types of Services Funded

Maxwell Elementary offers after school tutorial with a credential teacher 4 days a week. Teachers also hosted before and after school Math and Literacy Clubs. SIIPS intervention was offered 5 days a week to students K-5. There is an ASES program.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,276	\$45,813
Mid-Range Teacher Salary	\$64,853	\$70,720
Highest Teacher Salary	\$84,774	\$93,973
Average Principal Salary (Elementary)	\$98,670	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$0	\$120,270
Superintendent Salary	\$140,080	\$150,704
Percent of Budget for Teacher Salaries	32%	29%
Percent of Budget for Administrative Salaries	8%	6%

## Professional Development

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-County 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	

# Maxwell Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Maxwell Unified School District
<b>Phone Number</b>	(530) 438-2052
<b>Superintendent</b>	Summer Shadley
<b>Email Address</b>	sshadley@maxwell.k12.ca.us
<b>District Website Address</b>	<a href="http://www.maxwell.k12.ca.us/">http://www.maxwell.k12.ca.us/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	204	NT	NT	NT	NT
<b>Female</b>	94	NT	NT	NT	NT
<b>Male</b>	110	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	116	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	78	NT	NT	NT	NT
<b>English Learners</b>	72	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	92	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	149	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	29	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	NT	NT	NT	NT
Female	94	NT	NT	NT	NT
Male	110	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	116	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	78	NT	NT		NT
English Learners	72	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	92	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	29	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

