

# **Bess Maxwell Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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.

#### **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.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Bess Maxwell Elementary School
<b>Street</b>	1124 El Dorado Street
<b>City, State, Zip</b>	Crescent City, CA 95531
<b>Phone Number</b>	707-464-0310
<b>Principal</b>	Diane Cochran-Wiese
<b>Email Address</b>	dwiese@dnusd.org
<b>Website</b>	<a href="http://bmelementary.org/">http://bmelementary.org/</a>
<b>County-District-School (CDS) Code</b>	08-61820-6005375

Entity	Contact Information
<b>District Name</b>	Del Norte County Unified School District
<b>Phone Number</b>	707-464-6141
<b>Superintendent</b>	Jeff Harris
<b>Email Address</b>	jharris@dnusd.org
<b>Website</b>	www.dnusd.org

## School Description and Mission Statement (School Year 2019-20)

Bess Maxwell Elementary School, located in Crescent City, California, is one of eleven schools in the Del Norte County Unified School District. Bess Maxwell has a student population of approximately 250 students in Preschool through Grade 5. Our school has many programs that support learning and community partnerships. Some of these include Positive Behavioral Interventions and Supports (PBIS), The Dolphin Pride Student Assemblies and Awards, Teacher and Classified Appreciation Days, Family Reading Picnic, Spelling Bee, and Multi-Cultural Day. Bess Maxwell Elementary School offers Special Communications Class, Special Day Class, Speech Program, Resource Specialist Program and After-School Program. We are very proud to house the Del Norte County Hmong Cultural Center. Our school offers students an all-inclusive, standards based education that focuses on the “whole child”. Instructional practices at the school emphasize literacy and mathematics by utilizing engaging and innovative curriculum supported by engaging online learning opportunities. Bess Maxwell is very proud of the diversity of our school community and honors different cultures by observing many traditions throughout the school year. Bess Maxwell staff are dedicated professionals that continually demonstrate their kindness, compassion and ability to relate curriculum to the children's real life experiences. We are excited to be your school of choice in Del Norte County and thank you for entrusting us with the care and education of your student.

### Mission Statement:

Bess Maxwell offers students an all-inclusive, standards based education that focuses on the “whole child”. Instructional practices at the school emphasize literacy and mathematics by utilizing engaging and innovative curriculum supported by engaging online learning opportunities. Bess Maxwell is very proud of the diversity of the students and honors different cultures by observing many traditions throughout the school year.

### School Vision:

All students attending Bess Maxwell Elementary School will show steady growth in literacy and mathematics throughout each school year.

### We Believe:

- All children are unique
- Children learn in different ways
- Enrichment is vital to the well-being of children
- Education is a student-centered process
- Children learn best in an environment that is supportive and encouraging
- Education is a cooperative effort between home, school and community

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	56
Grade 1	42
Grade 2	53
Grade 3	42
Grade 4	43
Grade 5	41
Total Enrollment	277

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	13
Asian	9.4
Filipino	0.4
Hispanic or Latino	20.2
White	50.9
Two or More Races	4
Socioeconomically Disadvantaged	84.1
English Learners	10.1
Students with Disabilities	22
Foster Youth	2.2
Homeless	7.2

**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**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	13	15	13	155
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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)

Year and month in which data were collected: October, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017	Yes	0
Mathematics	K-2 - Pearson Education - Everyday Math - Adopted 2016 3-5 - McGraw-Hill - My Math - Adopted May 2015	Yes	0
Science	MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007	Yes	0
History-Social Science	McGraw-Hill IMPACT History/Social Studies - Adopted in 2018 & 2019	Yes	0

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

On August 29, 2019, Bess Maxwell Elementary and Grounds were inspected by the CSI General Manager. The report stated that Bess Maxwell was overall in Fair condition. As cited, additional work and maintenance needs to be done to bring the school up to satisfactory condition. Repairs will be done to ensure a safe environment for the students, staff and community members at Bess Maxwell Elementary. For more detailed information, please contact the principal.

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

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

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

**Year and month of the most recent FIT report:** August 29, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Repairs to be made as needed for safety.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Repairs to be made as needed for safety.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	Fair	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	31	35	37	50	50
Mathematics (grades 3-8 and 11)	27	28	25	26	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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	114	99.13	0.87	30.70
Male	57	57	100.00	0.00	26.32
Female	58	57	98.28	1.72	35.09
Black or African American	--	--	--	--	--
American Indian or Alaska Native	14	14	100.00	0.00	21.43
Asian	13	13	100.00	0.00	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	34.62
Native Hawaiian or Pacific Islander					
White	53	52	98.11	1.89	36.54

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	95	94	98.95	1.05	26.60
English Learners	17	17	100.00	0.00	17.65
Students with Disabilities	30	30	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	114	99.13	0.87	28.07
Male	57	57	100.00	0.00	29.82
Female	58	57	98.28	1.72	26.32
Black or African American	--	--	--	--	--
American Indian or Alaska Native	14	14	100.00	0.00	7.14
Asian	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	30.77
Native Hawaiian or Pacific Islander					
White	53	52	98.11	1.89	34.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	95	94	98.95	1.05	23.40
English Learners	17	17	100.00	0.00	17.65
Students with Disabilities	30	30	100.00	0.00	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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
5	31.4	14.3	8.6

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.



## 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)

Parents and the community are very supportive of the educational programs at Bess Maxwell School. The school is very fortunate to have a Parent, Teacher, and Student Organization (PTSO) as well as a School Site Council Committee and English Language Advisory Committee. These meetings are open to parents and the community. The PTSO organizes activities such as book fairs, movies nights, and assists with other school events. Parents may also participate in a District Parent Advisory Committee. Many teachers also offer the opportunity for parents to directly volunteer in their child's classroom. If you are interested in becoming an active part of the Bess Maxwell Elementary School Community, please contact the school at 707-464-0310.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.8	4.3	6.1	8.4	4.8	5.8	3.6	3.5	3.5
Expulsions	0.0	0.3	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Bess Maxwell Elementary School provides a safe, clean and friendly environment for students, staff and community members. An evaluation and assessment of the School Safety Plan is done annually by the School Safety Planning Committee and the Principal before being presented to the Board of Trustees for final review and adoptions. The next review of the plan will be at the January 2020 Site Council Meeting.

- The goals of the plan are written to address response to various emergencies
- The school's disaster preparedness plan includes steps for ensuring students and staff members are safe during a disaster. Drills for various types of events are held regularly throughout the year; fire drills are held monthly. Procedures are in place in the event that the campus needs to be secured or evacuated.
- To ensure the safety of students and staff, all visitors to the school must sign in and the front office and display a visitor's pass at all times.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	2		16	3			19	1	2	
1	23		2		23		2		19	2		
2	22	1	1		20	1	1		24		2	
3	22		2		27		1		20	1	1	
4	32		1		27		2		19	1	1	
5	33			1	23	1		1	25		2	
Other**	8	2			7	1			9	1		

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

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

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

Title	Ratio
Academic Counselors*	461.7

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,415	\$4,992	\$11,423	\$73,776
District	N/A	N/A	\$9,227	\$66,169.00
Percent Difference - School Site and District	N/A	N/A	21.3	2.6

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	27.6	-4.6

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.

### Types of Services Funded (Fiscal Year 2018-19)

Below is a list of programs available at Bess Maxwell:

- Special Education Transportation
- Gifted and Talented Education (GATE)
- National Parks Program
- K-3 Class Size Reduction
- K-5 Reading Intervention Support
- Kids First- After School Program (ASP)

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,281	\$46,208
Mid-Range Teacher Salary	\$68,673	\$72,218
Highest Teacher Salary	\$84,228	\$92,742
Average Principal Salary (Elementary)	\$98,402	\$134,864
Average Principal Salary (Middle)	\$107,218	\$118,220
Average Principal Salary (High)	\$122,171	\$127,356
Superintendent Salary	\$169,260	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Del Norte County Unified School District provides ongoing professional development opportunities. Bess Maxwell faculty and staff attend training to ensure that they are staying abreast of best practices in curricular and instructional strategies to support students both academically and behaviorally. Examples of some professional development workshops included:

- a. Consultation and Training with Positive Behavior Intervention and Supports
- b. GLAD Training
- c. SPED Law Training
- d. Trauma Informed Care Training