

Bess Maxwell Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Bess Maxwell Elementary School
Street	1124 El Dorado Street
City, State, Zip	Crescent City, CA 95531
Phone Number	707-464-0310
Principal	Daniel N. Cartwright
E-mail Address	dcartwright@delnorte.k12.ca.us
Web Site	https://sites.google.com/a/delnorte.k12.ca.us/bessmaxwell/
CDS Code	08-61820-6005375

District Contact Information	
District Name	Del Norte County Unified School District
Phone Number	707-464-6141
Superintendent	Jeff Harris
E-mail Address	jharris@dnusd.org
Web Site	www.delnorte.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

School Description

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 300 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, Multi-Cultural Day and monthly PTSO sponsored events. Bess Maxwell Elementary School offers Special Communications Class, Special Day Class, Speech Program, Resource Specialist Program and After-School Program. Bess Maxwell Elementary is 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 2016-17)

Grade Level	Number of Students
Kindergarten	55
Grade 1	48
Grade 2	46
Grade 3	44
Grade 4	41
Grade 5	40
Total Enrollment	274

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	10.6
Asian	10.2
Filipino	0.7
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.4
White	51.5
Two or More Races	5.5
Socioeconomically Disadvantaged	79.6
English Learners	11.3
Students with Disabilities	21.9
Foster Youth	3.3

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	13	13	173
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2017-18)

Year and month in which data were collected: October, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Pearson/Scott Foresman – Adopted 2006 Pearson/Prentice Hall – Adopted 2006 TCI (as supplemental)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

On August 28, 2017, 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.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 28, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repairs to be made as needed for safety.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Repairs to be made as needed for safety.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repairs to be made as needed for safety.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 28, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	28	20	35	33	48	48
Mathematics (grades 3-8 and 11)	28	18	23	24	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	122	96.83	20.49
Male	61	58	95.08	17.24
Female	65	64	98.46	23.44
Black or African American	--	--	--	--
American Indian or Alaska Native	11	11	100	27.27
Asian	13	13	100	7.69
Hispanic or Latino	30	28	93.33	14.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	57	96.61	21.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	98	97.03	18.37
English Learners	14	14	100	7.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	30	29	96.67	3.45
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	122	96.83	18.03
Male	61	58	95.08	17.24
Female	65	64	98.46	18.75
Black or African American	--	--	--	--
American Indian or Alaska Native	11	11	100	9.09
Asian	13	13	100	0
Hispanic or Latino	30	28	93.33	10.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	57	96.61	26.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	98	97.03	17.35
English Learners	14	14	100	0
Students with Disabilities	30	29	96.67	6.9
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40	30	49	46	60	56

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs at Bess Maxwell School. The school is very fortunate to have an active Parent, Teacher, and Student Organization (PTSO) as well as a School Site Council Committee and English Language Advisory Committee. 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.44	6.4	10.77	6.62	6.38	8.43	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

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 goals of the plan are written to address response to the following emergencies
 - Fires
 - Earthquakes
 - Unknown individuals on campus
 - Weapons on campus
 - Other catastrophic events
- 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. Many 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	63.6

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		2		19	2	1		20	1	2	
1	24		1		23		2		23		2	
2	24		2		20	1	1		22	1	1	
3	24		2		16	1			22		2	
4	30		1		29		1		32		1	
5	18	2		1	31		2		33			1
Other	9	1			11	2			8	2		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0%	N/A
Counselor (Social/Behavioral or Career Development)	50%	N/A
Library Media Teacher (Librarian)	0%	N/A
Library Media Services Staff (Paraprofessional)	44%	N/A
Psychologist	50%	N/A
Social Worker	0%	N/A
Nurse	9%	N/A
Speech/Language/Hearing Specialist	33%	N/A
Resource Specialist	50%	N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,118	\$4,975	\$8,143	\$69,119
District	N/A	N/A	\$8,355	\$64,793
Percent Difference: School Site and District	N/A	N/A	-2.5	0.0
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	23.5	-8.7

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

Types of Services Funded (Fiscal Year 2016-17)

Below is a list of programs available at Bess Maxwell:

- a. Federal ECIA/ESEA/IASA (Title I, Title VII, etc.)
- b. SES Tutoring through the district office
- c. Special Education Transportation
- d. Economic Impact Aid (EIA)
- e. Gifted and Talented Education (GATE)
- f. Healthy Start
- g. National Parks Program
- h. K-3 Class Size Reduction
- i. K-5 Reading Intervention Support
- j. Kids First- After School Program (ASP)

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,850	\$44,144
Mid-Range Teacher Salary	\$64,986	\$69,119
Highest Teacher Salary	\$79,706	\$86,005
Average Principal Salary (Elementary)	\$94,172	\$106,785
Average Principal Salary (Middle)	\$101,860	\$111,569
Average Principal Salary (High)	\$116,004	\$121,395
Superintendent Salary	\$152,069	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

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. Asset Building Training
- c. GLAD Training
- d. Being a Writer
- e. SPED Law Training