

Maxwell Academy (K-8)

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.

Dr. Kelly Lawson, Principal

Principal, Maxwell Academy (K-8)

About Our School

Contact

Maxwell Academy (K-8)
733 Euclid Ave.
Duarte, CA 91010-3114

Phone: 626-599-5300
E-mail: klawson@duarteusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Duarte Unified
Phone Number	(626) 599-5000
Superintendent	Gordon Amerson
E-mail Address	gamerson@duarteusd.org
Web Site	www.duarteusd.org

School Contact Information (School Year 2018—19)	
School Name	Maxwell Academy (K-8)
Street	733 Euclid Ave.
City, State, Zip	Duarte, Ca, 91010-3114
Phone Number	626-599-5300
Principal	Dr. Kelly Lawson, Principal
E-mail Address	klawson@duarteusd.org
Web Site	https://www.duarteusd.org
County-District-School (CDS) Code	19644696012934

Last updated: 12/12/2018

School Description and Mission Statement (School Year 2018—19)

Maxwell Academy is an authorized International Baccalaureate World School in the Duarte Unified School District. The school is committed to a constructivist, inquiry based approach to teaching and learning that promotes inquiry and the development of critical thinking skills.

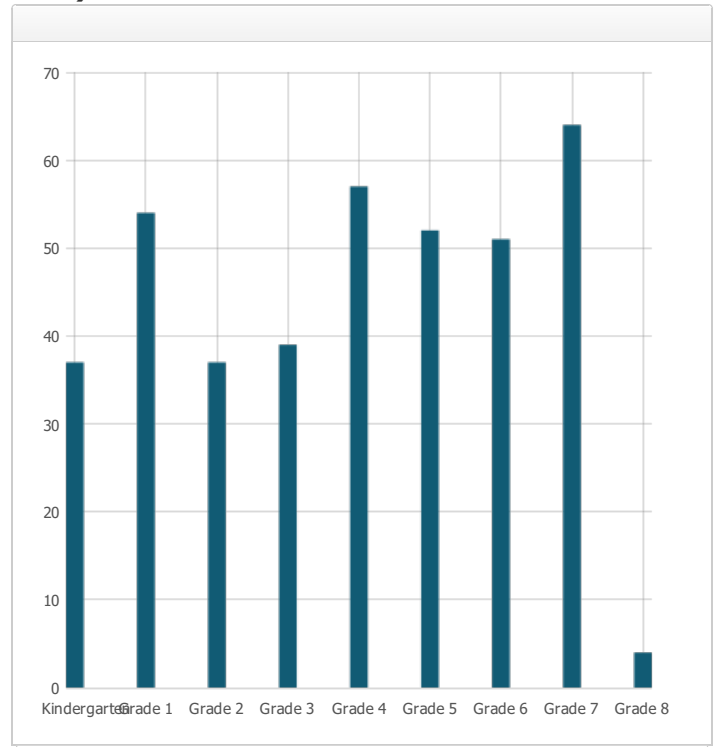
The mission of Maxwell is to provide our students with an inquiry-based learning environment, where they develop into compassionate internationally minded citizens who create, collaborate, communicate, and think critically in order to be successful in the world.

Team Maxwell is committed to providing the best educational program possible for our students. Our high quality program is a reflection of commitment and dedication of every member of "Team Maxwell." We are excited about the progress of our students and we are committed to making sure they "Succeed to the Max Plus1!" Team Maxwell provides a safe environment ensuring that all children grow to their full educational, emotional and social potential. We work collaboratively to deliver standards-based instruction using an inquiry-based learning approach across the curriculum. We recognize that educating today's children is a community partnership. To that end we work with parents to provide regular ongoing communication of their child's progress. Together, parents, teachers and administration actively participate in the students' education. All stakeholders are afforded the opportunity to engage in the decision making process through participation in School Site Council and English Language Advisory Council. All decisions are driven by data aligned with Maxwell's mission statement to provide our students with an inquiry-based environment, where they develop into compassionate, internationally-minded citizens who create, collaborate, communicate, and think critically in order to be successful in the world.

Last updated: 12/12/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	37
Grade 1	54
Grade 2	37
Grade 3	39
Grade 4	57
Grade 5	52
Grade 6	51
Grade 7	64
Grade 8	4
Total Enrollment	395



Last updated: 12/12/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.3 %
American Indian or Alaska Native	%
Asian	2.8 %
Filipino	1.0 %
Hispanic or Latino	87.6 %
Native Hawaiian or Pacific Islander	%
White	2.0 %
Two or More Races	0.5 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.1 %
English Learners	50.4 %
Students with Disabilities	9.6 %
Foster Youth	1.0 %

A. Conditions of Learning

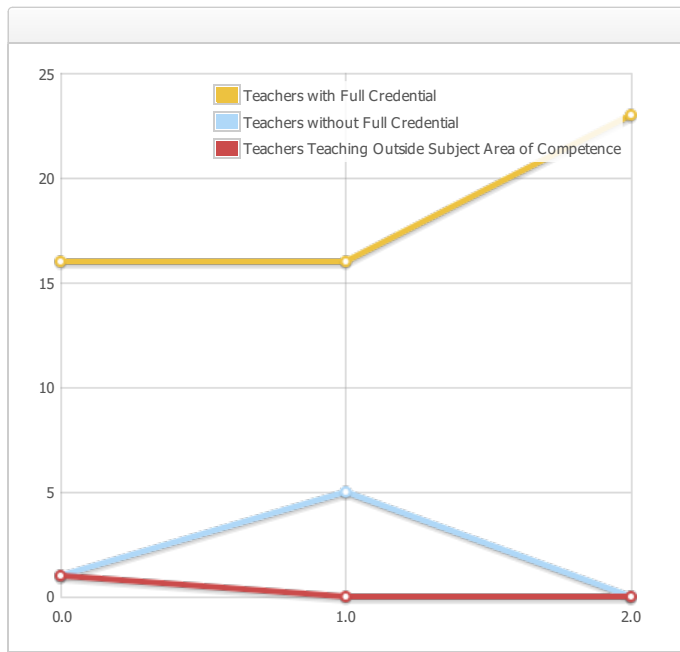
State Priority: Basic

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

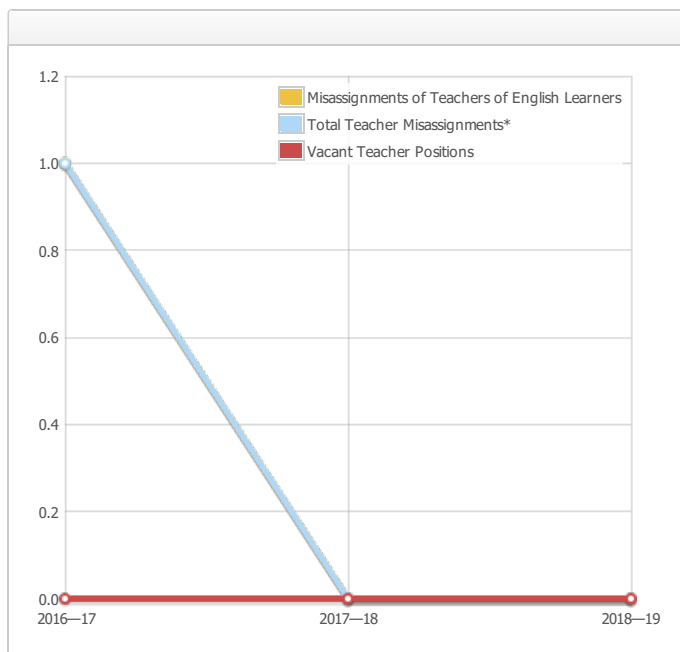
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	16	23	190
Without Full Credential	1	5	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 12/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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.

Last updated: 12/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades TK-5 Reading / Language Arts McGraw-Hill Education Publisher CA Wonders C2017</p> <p>Grade 6 Reading / Language Arts Macmillan/McGraw-Hill Publisher CA Treasures C2010</p> <p>Grades 7-8 Reading / Language Arts Pearson/Prentice Hall Publisher Literature: Timeless Voices, Timeless Themes C2002</p>	Yes	0.0 %
Mathematics	<p>Grades TK-5 Math SWUN Math, LLC Publisher SWUN Math C2017</p> <p>Grade 6 Math McGraw-Hill Education Publisher CA Math Course 1 C2017</p> <p>Grades 7-8 Math McGraw-Hill Education Publisher CA Math Course 2 & 3 C2017</p>	Yes	0.0 %
Science	<p>Grades K-6 Science Harcourt School Publisher CA Science C2008</p> <p>Grades 7-8 Science Pearson/Prentice Hall Publisher CA Focus on Life Science C2008 CA Focus on Physical Science C2008</p>	No	0.0 %
History-Social Science	<p>Grades K-6 Social Science Harcourt School Publisher Reflections Social Science, California Series C2007</p> <p>Grades 7-8 Social Science Glencoe/McGraw Hill School Publisher Discovering Our Past, California Series C2006</p>	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2018

School Facility Conditions and Planned Improvements

Maxwell Academy was originally constructed in 1952 and is comprised of 32 classrooms, one multipurpose room/cafeteria, a library, staff lounge, computer lab, and separate playgrounds for kindergarten students and students in grades first through eighth. The principal works daily with the custodial staff that includes a full time head custodian and a full time night custodian to ensure that the cleaning of the school is maintained to provide a clean and safe school. The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and highest priority are given to emergency repairs. The principal meets weekly with custodial team to discuss the basic needs of the campus and addresses facility and safety concerns. The school safety committee meets monthly to discuss school safety.

In 2017-18, the school transitioned from K-6 to a K-7 school, with implementation of a K-8 configuration to take place during the 2018-2019 school year. Four new Generation X classrooms, two 2 portables and a courtyard were installed in spring of 2018 to accommodate the increase in enrollment. In 2013, the campus underwent renovation. The main office was remodeled making the entrance more accessible to parents. A student drop-off drive was added along with an awning, digital marquee and landscaping. A new building was constructed that houses the library, computer lab, collaborative classroom and full kitchen. The multi-purpose building was expanded, and an outdoor lunch shelter was constructed. Exterior lighting throughout the campus was improved. Sports field lighting was added as well. Each room is equipped with technology that allows the teachers to provide engaging instruction.

Last updated: 12/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2018

System Inspected	Rating	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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: April 2018

Overall Rating	Exemplary
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Last updated: 12/17/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	47.0%	45.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	37.0%	34.0%	36.0%	37.0%	38.0%

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

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

Last updated: 12/12/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	268	264	98.51%	46.59%
Male	127	124	97.64%	35.48%
Female	141	140	99.29%	56.43%
Black or African American	16	16	100.00%	37.50%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	231	228	98.70%	44.74%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	245	243	99.18%	44.03%
English Learners	151	149	98.68%	38.26%
Students with Disabilities	39	38	97.44%	7.89%
Students Receiving Migrant Education Services	--	--	--	
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.

Last updated: 12/12/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	268	265	98.88%	36.60%
Male	127	124	97.64%	29.84%
Female	141	141	100.00%	42.55%
Black or African American	16	16	100.00%	25.00%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	231	229	99.13%	34.06%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	245	243	99.18%	33.74%
English Learners	151	149	98.68%	28.86%
Students with Disabilities	39	38	97.44%	5.26%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

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

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

Last updated: 12/12/2018

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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

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

Last updated: 12/12/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/12/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2017–18)

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	20.0%	29.1%	20.0%
7	21.0%	25.8%	33.9%

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.

Last updated: 1/11/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Maxwell School supports parent involvement and recognizes that it takes a community of people working together to make the difference in the lives of children. To that end, parents are strongly encouraged to volunteer to the greatest extent possible. We provide a School Handbook for all parents that includes policies and procedures, standards for student behavior and curriculum expectations.

Parents are encouraged to share their knowledge and expertise with students. Parents are invited to be guest speakers and share their experiences and professional knowledge when it adds value to the units of inquiry. Team Maxwell recognizes that parents are an asset and whatever contributions they can make to enhance teaching and learning is welcomed and valued. Parents are involved in the decision making process and participate in the School Site Council meetings, English Language Advisory Council and District Community Education Council. Monthly "Coffee with the Principal" is held to provide a forum for parents to give input and find out what is happening at the school site. Additional parent meetings are scheduled to give parents opportunities to provide input, ask questions and make recommendations on new initiatives as they arise.

Maxwell has an active Parent Faculty Association that meets bi-monthly. Parents have the opportunity to help with fund raising, school events, and volunteering. The school benefits from several community partnerships, including a strong partnership with the City of Duarte Parks and Recreation Department, Sheriff's Department, and the Office of the County Supervisors of Los Angeles.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

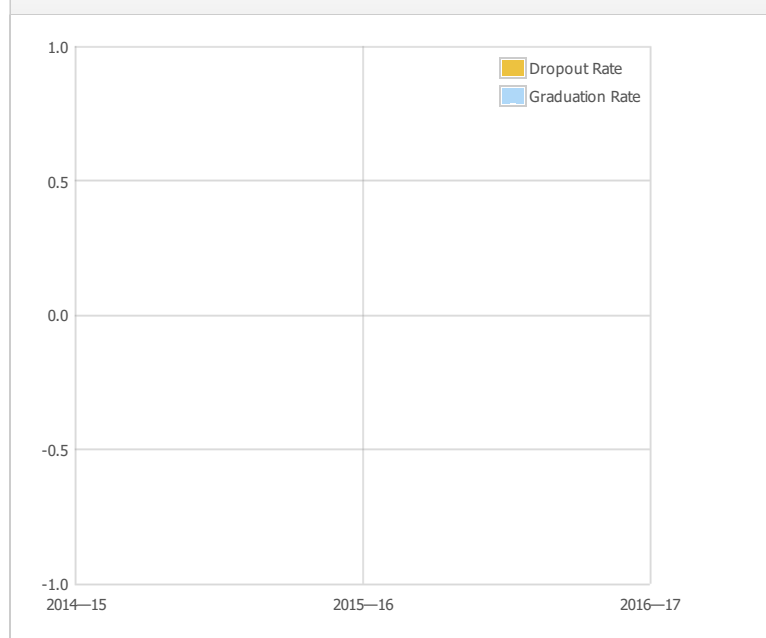
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	3.1%	6.0%	10.7%	9.7%
Graduation Rate	--	--	96.2%	89.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	17.0%	9.1%
Graduation Rate	--	63.7%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/12/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

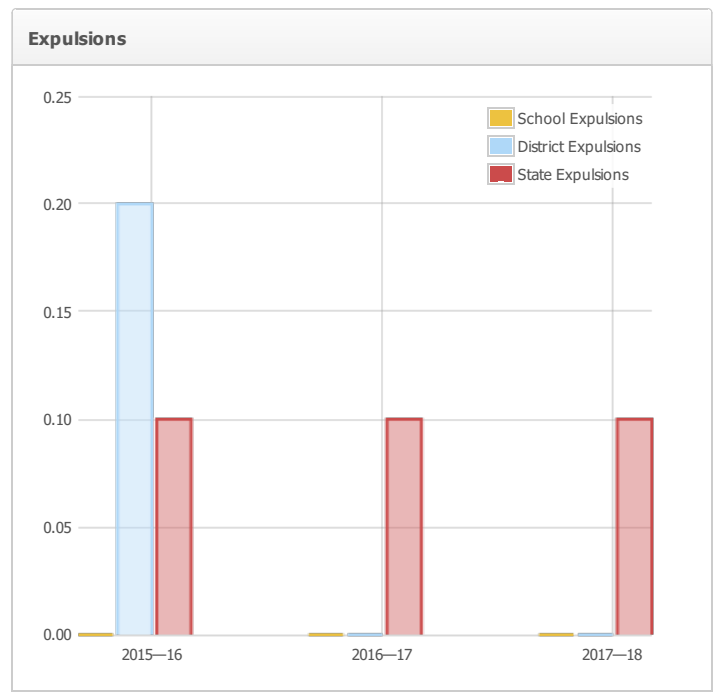
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.0%	0.8%	4.3%	2.6%	1.9%	1.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/12/2018

School Safety Plan (School Year 2018—19)

Maintaining a safe and orderly campus is a priority at Maxwell. The leadership team meets monthly to brainstorm ways to ensure the school climate and culture is positive and productive for all team members. The Positive Behavior Intervention and Support Team meets monthly to discuss school climate and safety. The site administrator meets weekly with the head custodian to discuss maintenance and operations issues, concerns and needs. The Safety Committee meets bimonthly to discuss safety procedures to ensure that the school is in compliance with laws and regulations related to state earthquake standards, staff training, and to monitor emergency supplies. Elements of the Comprehensive Site Safety Plan are reviewed monthly during the Safety Committee meetings. The school Safety Committee and Leadership Team met on August 18, 2018 to review board policy and administrative regulations on the school safety plan. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The following areas are addressed in the school plan: four major disaster preparedness steps, emergency jobs, evacuation route and maps, and organizational chart. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by classified staff, and classified staff supervises students during lunch. Maxwell is a locked campus. All visitors are expected to sign in the main office or to entering the campus.

Last updated: 12/12/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		2	
1	22.0		2	
2	23.0		2	
3	20.0	2	1	
4	27.0		2	
5	34.0			1
6	27.0	1		2
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		2	
1	25.0		2	
2	21.0		2	
3	28.0		2	
4	33.0			1
5	32.0		2	
6	25.0	1	2	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2		
1	27.0		2	
2	19.0	2		
3	20.0	1	1	
4	28.0		2	
5	25.0		2	
6	21.0	9	8	
Other**				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0		2	
Mathematics	29.0		2	
Science	29.0		2	
Social Science	29.0		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.

Last updated: 12/12/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	2.0	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.

Last updated: 12/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6279.0	\$876.0	\$5404.0	\$64538.0
District	N/A	N/A	\$9171.0	\$76063.0
Percent Difference – School Site and District	N/A	N/A	-51.7%	-16.4%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-19.5%	-10.1%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017–18)

Maxwell structures its day to provide specialized instruction to meet the specific needs of each student. Students participate in "Max Time", which is an in-class intervention four days a week. Students are placed in skill specific groups and teachers target the group's unique needs. The groups are fluid and change frequently based upon how well students perform on formative and summative assessments.

English learners receive Designated English Language Development instruction four days a week for 30 minutes. Students are in groups by their English proficiency level. THINK Together provides tutorial services to the students that are not meeting proficiency levels in English language arts and mathematics in 2nd – 4th grade four days per week. Afterschool academic enrichment and support programs are available to students. English learners are able to attend Rosetta Stone classes three days per week. Math tutoring is offered to students in 3rd – 7th grade three days per week. Homework assistance is provided during homework club Monday – Wednesday for K – 7th grade students.

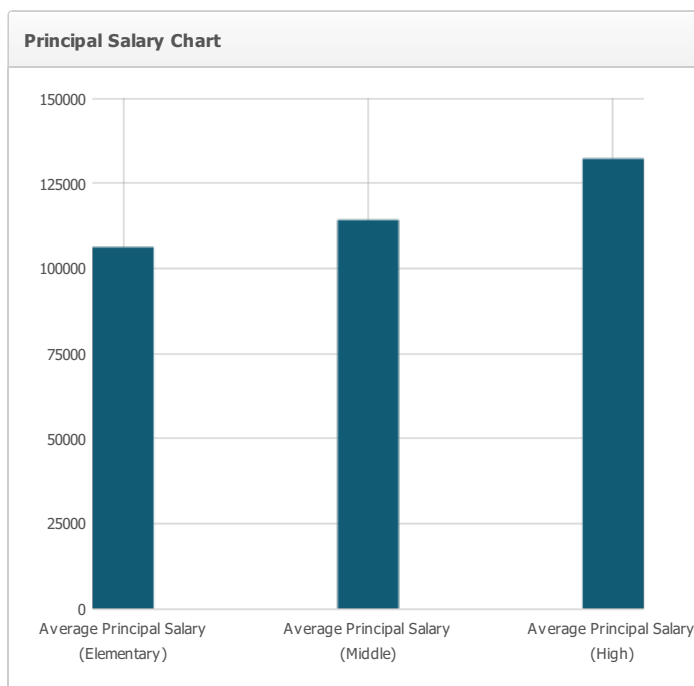
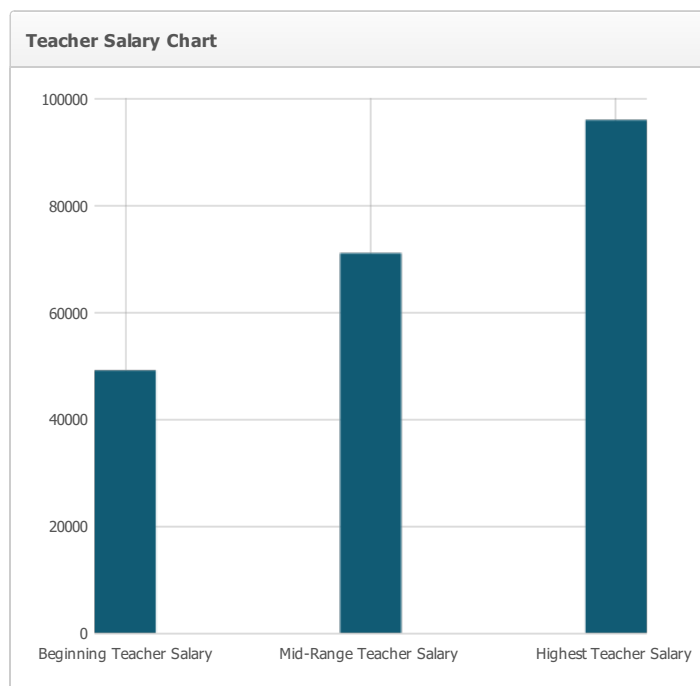
Lastly, the Student Study Team (SST) meets every six to eight weeks. SST is a group formed within the school to further examine a student's academic, behavioral and social-emotional progress. The SST team convenes every six to eight week to analyze student data, propose interventions for the student, and monitor and track progress. The team consists of a classroom teacher, administrator, teaching and learning coach, school psychologist, primary year's program coordinator and parent.

Last updated: 12/12/2018

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,107	\$45,681
Mid-Range Teacher Salary	\$71,012	\$70,601
Highest Teacher Salary	\$95,917	\$89,337
Average Principal Salary (Elementary)	\$106,203	\$110,053
Average Principal Salary (Middle)	\$114,216	\$115,224
Average Principal Salary (High)	\$132,224	\$124,876
Superintendent Salary	\$220,548	\$182,466
Percent of Budget for Teacher Salaries	33.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/11/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/12/2018

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The district has dedicated three full days to staff development annually. Topics for staff development included: equipping students with 21st Century Skills, implementation of the Common Core Standards, implementation of Professional Learning Communities, analysis of student data, writing and site specific staff developments such as International Baccalaureate, Spanish Dual Immersion, Project Lead the Way and Artful Learning.

Over the past three years, Duarte Unified has focused professional development in three areas. Our major focus has been on standards alignment including rigor, mathematical practices, problem solving, and curriculum design. Secondary teachers have developed content units of study and assessment through professional development with Rigorous Curriculum Design in all core content areas. From 2015-2018, TK-6 teachers have been participating in staff development for the implementation of newly adopted English Language Arts and math instructional materials. Our second area of focus has been technology. In support of our 1:1 student laptop initiative, teachers have received training in online assessments and data analysis. On-going trainings have been provided in a variety of digital instructional platforms: Google Classroom, web page design, Outlook, Office 365 and AERIES student data system. Our last major area of focus has been on best practices for student engagement. Teachers across the district participated in Advancement Via Individual Determination (AVID), Read 180/System 44, GLAD (Guided Language Acquisition and Design), ELD strategies and Positive Behavioral Interventions and Supports (PBIS).

Last updated: 12/10/2018