

# Maxwell High School

515 Oak St./P.O. Box 788 • Maxwell, CA 95955-0788 • (530) 438-2291 • Grades 9-12

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### **Maxwell Unified School District**

515 Oak St./P.O. Box 788  
Maxwell, CA 95955-0788  
530.438.2291  
www.maxwell.k12.ca.us

### **District Governing Board**

Kim Giffin  
Cristy Edwards  
Tom Charter  
Kelly Haywood  
Diana Azevedo

### **District Administration**

Zach Thurman  
Superintendent

### **School Description**

Maxwell High School is a small rural comprehensive high school serving grades nine through twelve. Our school boundaries cover approximately 387 square miles. Maxwell High School believes a student's development is based upon his or her total educational experience, and recognizes that the shaping of this experience is a joint effort between home and school. Maxwell High School believes it must provide an environment that is student-centered, one that encourages growth and change, and promotes a wide range of learning styles. Maxwell High School is committed to not only teaching the basics, but also teaching those skills that will make for a successful life.

### **Mission Statement**

Maxwell Unified School District strives to produce responsible, contributing citizens who can participate successfully in a global society. The school program challenges students to develop their personal and academic potential by focusing on a rigorous academic curriculum, technology, and communication skills so they may succeed in achieving their goals. An underlying component of this program is developing self-directed learners who possess self-discipline, character, and focus in their lives.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	26
Grade 10	24
Grade 11	28
Grade 12	30
<b>Total Enrollment</b>	<b>108</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	6.5
Asian	0.9
Filipino	0
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0
White	42.6
Two or More Races	0.9
Socioeconomically Disadvantaged	35.2
English Learners	21.3
Students with Disabilities	17.6
Foster Youth	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Maxwell High School	14-15	15-16	16-17
With Full Credential		11	11
Without Full Credential		1	0
Teaching Outside Subject Area of Competence		0	0
Maxwell Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	18
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Maxwell High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.3	16.7
Districtwide		
All Schools	78.5	21.5
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	78.5	21.5

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Elements of Literature, Holt, rinehart & winston <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Transition to Algebra, Heinemann 2014; Algebra I, Bid Ideas Learning, 2015; Geometry, Big Ideas Learning, 2015; Trigonometry, Larson, 2014; Pre-Calculus, Larson, 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Earth Science, Holt 2007; Holt Chemistry 2007; Conceptual Physics, 1999, Scott Foresman/Addison Wesley; Biology, 2007, Glencoe; Chemistry, Holt 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	World History Modern Times, glencoe/McGraw Hill; Civics today, Glencoe/McGraw hill; The American Vision, Glencoe/McGraw/Hill, World Geography and Culture, Glencoe <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Spanish I, II, III Avancemos!, Houghton Mifflin, 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Health	Holt Health 1999 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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> Electrical	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		In Enid Prine portable, some trim and siding needs replacing along with new paint. In addition, metal door jam is starting to rust. Repairs will be accomplished in spring/summer 2017.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	45	31	34	30	44	48
Math	14		24	26	34	36

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	54	59	47	54	54	48	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	26.1	13	30.4

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	24	19	79.2	47.4
Male	12	9	75.0	11.1
Female	12	10	83.3	80.0
White	11	10	90.9	60.0
Socioeconomically Disadvantaged	14	9	64.3	33.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	26	26	100.0	30.8
Male	11	13	13	100.0	23.1
Female	11	13	13	100.0	38.5
Hispanic or Latino	11	13	13	100.0	15.4

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	13	13	100.0	46.1
Socioeconomically Disadvantaged	11	16	16	100.0	18.8

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

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	26	26	100.0	
Male	11	13	13	100.0	
Female	11	13	13	100.0	
Hispanic or Latino	11	13	13	100.0	
White	11	13	13	100.0	
Socioeconomically Disadvantaged	11	16	16	100.0	

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Maxwell High School encourages parents and family members to take an active role in schoolwide activities. We are always looking for parents to become active in the classroom, with extracurricular activities, with School Site Council, our Local Control Accountability Plan Committee (LCAP), and our District English Learner Committee (DELAC). Many parents currently support our Future Farmers of America and our Future Business Leaders programs as well as our athletic teams. In addition, parents participate in our Ag Advisory Committee and Booster Club.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety Plan

Our School Safety Plan outlines the responses for earthquakes, fire, and intruder alerts. An emergency drill is conducted twice yearly. A sign is posted outside the office door in two languages stating that all visitors must sign in. All athletic coaches are fingerprinted and screened by the DOJ and must show proof of being trained in CPR and first aid. The School Safety Plan was discussed with faculty at the September 9, 2016 faculty meeting and was last reviewed and updated through school site council on November 28, 2016.

**Suspensions and Expulsions**

School	2013-14	2014-15	2015-16
Suspensions Rate	17.5	6.7	26.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	4.3	10.6
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	100:1

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	14	10	10	8	11	11						
Mathematics	14	8	8	6	9	9	1					
Science	15	8	8	4	6	6						
Social Science	19	13	13	3	5	5	2	3	3			

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Maxwell Unified School District provides one day of professional development to all certificated employees each year. New teachers are provided support through the Beginning Teacher induction program with a district support Provider and county support meetings. In-service includes computer technology training, professional development on the California Standards, classroom management strategies, and differentiated instruction strategies. All teachers are encouraged to attend conferences and workshops and share their information with the other staff. Teachers returning from additional training are supported through additional funding to implement new methodologies.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$40,430
Mid-Range Teacher Salary		\$58,909
Highest Teacher Salary		\$77,358
Average Principal Salary (ES)		\$94,634
Average Principal Salary (MS)		\$97,839
Average Principal Salary (HS)		\$100,453
Superintendent Salary		\$123,728
Percent of District Budget		
Teacher Salaries	31%	32%
Administrative Salaries	8%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Maxwell High School does not receive categorical funding and uses General fund money to support school programs.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Maxwell High School	2011-12	2013-14	2014-15
Dropout Rate	0.00	3.60	0.00
Graduation Rate	100.00	96.43	95.83
Maxwell Unified School District	2011-12	2013-14	2014-15
Dropout Rate	0.00	3.60	0.00
Graduation Rate	100.00	96.43	95.83
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	58
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.04
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	21.7

\* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,015.84	651.85	7,363.99	58,352
District	♦	♦	10,848.96	
State	♦	♦	\$5,677	\$60,705
Percent Difference: School Site/District			-32.1	-4.6
Percent Difference: School Site/ State			29.7	-3.9

\* Cells with ♦ do not require data.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	96	96	86
Black or African American	0	0	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	93	93	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	0	0	66
English Learners	0	0	54
Students with Disabilities	92	92	78

## **Career Technical Education Programs**

The Maxwell High School Agricultural Program offer many different courses to its students. First year agricultural students enroll in the Agriculture Core class, which allows students to choose which career path they would like. Next, students take Agricultural biology which meets U.C. requirements for Biological Life Sciences. From there, students choose between Equine Science, Agricultural Business, floral Design, Woodshop, or Agricultural Mechanics. All agricultural classes are aligned with the State Model Curriculum standards for Agriculture. These classes meet high school graduation credit for science, art, or elective credit. Agricultural classes at Maxwell High School allow students to develop leadership skills, workplace learning, and the opportunity to explore a variety of careers through field days, leadership conferences, speaking contests, state and regional meetings, as well as fairs and shows. Students have the opportunity to visit many colleges and universities to help them determine where they will continue education after high school.

The effectiveness of the Agricultural program is determined by the number of program completers at the end of four years of high school, the program completers in the regional occupation program and the feedback by the Maxwell High School Agriculture Advisory Board. The Agriculture program encourages participation by all students including special populations and prides itself on the diversity of its students.

**Business Department CTE Program:** The Business Department offers a computer applications program that is aligned to the model curriculum standards. The course teaches various software applications such as: Microsoft Office, Adobe Photoshop, Adobe InDesign, and Macromedia Dreamweaver (Web Page Design) Students also prepare an employment portfolio, which includes a career self-awareness, ethics in business, resume, cover letter, employment application, and job interviewing techniques.

**Agricultural Mechanics Department CTE Program:** Agricultural Mechanics , offers students training in welding fabrication, and repair techniques used in farm, industrial, and fabrication shops. The class introduces students to quality and time standards. Students are encouraged to take advantage of the leadership and vocational opportunities offered in the FFA. Emphasis is placed on the development of independent work skills through team and individualized instruction; increasingly difficult projects will be assigned and supervised by the instructor and work must meet quality standards set by the instructor. Depending on the scope of the projects, students may pick up additional skills in machining, electrical, hydraulics, engine repair, and computer aided drafting. The CTE course goal is to prepare students for careers as farm and industrial mechanics and technicians, farm and industrial shop and equipment foremen, machine operators, welders, fitters, layout men, assemblers, and farm managers. In addition, these courses provide a practical foundation for students in careers in agricultural and mechanical engineering.

Maxwell High School offers Regional Occupation Programs, including: ROP Floral Design; ROP Agricultural Mechanics; ROP Graphic Communications

### **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.