

Maxwell High School

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

Zach Thurman, Principal

zthurman@maxwell.k12.ca.us

www.maxwell.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Maxwell Unified School District

515 Oak St./P.O. Box 788

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530.438.2291

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District Governing Board

Kelly Haywood

Cristy Edwards

Tom Charter

Diana Azevedo

Robert Shadley III

District Administration

Zach Thurman

Superintendent

Zach Thurman

Principal

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 (MUSD) strives to provide a meaningful, rigorous academic program for all students within a safe and supportive environment, prepare all students to be career or college ready, positive contributors to society, and promote academic excellence in all students, personal integrity, and responsible decision-making.

About 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 <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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	25
Grade 10	21
Grade 11	26
Grade 12	29
Total Enrollment	101

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	3
Asian	1
Hispanic or Latino	59.4
White	35.6
Socioeconomically Disadvantaged	72.3
English Learners	26.7
Students with Disabilities	15.8
Foster Youth	1
Homeless	4

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 for Maxwell High School	17-18	18-19	19-20
With Full Credential	8	10	10
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Maxwell Unified	17-18	18-19	19-20
With Full Credential	♦	♦	22
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Maxwell High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync. McGraw/Hill (6-8)/2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Transition to Algebra, Heinemann 2014; Algebra I, Big Ideas Learning, 2015; Geometry, Big Ideas Learning, 2015; Trigonometry, Larson, 2014; Pre-Calculus, Larson, 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Earth Science, Holt 2007; Holt Chemistry 2007; Conceptual Physics, 1999, Scott Foresman/Addison Wesley; Biology, 2007, Glencoe; Chemistry, Holt 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History - Modern Times National Geographic 2018; U.S. History America Through the Lens 1877 to the Present - National Geographic/2018; Civics Today, Glencoe/McGraw/Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Spanish I, II, III Avancemos!, Houghton Mifflin/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Holt Health 1999 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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: October 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replaced HVAC units in District office Fall 2018.
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	Door was replaced on Band portable. The shop class windows are old single pane type. Will replace as soon as possible.
Overall Rating	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	17	46	34	39	50	50
Math	4	16	35	36	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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	24	96.00	45.83
Male	13	12	92.31	33.33
Female	12	12	100.00	58.33
Hispanic or Latino	16	16	100.00	37.50
White	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.12	43.75
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	21.7	17.4	17.4

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	25	100.00	16.00
Male	13	13	100.00	0.00
Female	12	12	100.00	33.33
Hispanic or Latino	16	16	100.00	12.50
White	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00	17.65
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

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)

Maxwell High School encourages parents and family members to take an active role in school-wide activities. We are always looking for parents to become active in the classroom, with extracurricular activities, 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 State priority: School Climate (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 last reviewed and updated through faculty in August 2019 and Board approved in August 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	13.5	15.1	8.5
Expulsions Rate	0.0	0.9	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.9	9.2	4.4
Expulsions Rate	0.0	0.5	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	9	12			11	8	2		10	10	1	
Mathematics	9	8			10	8			8	10		
Science	7	9			12	6	2		7	8	1	
Social Science	14	4	3		15	4	3		16	3	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Maxwell Unified School District provides one day of professional development to all certificated employees each year as well as monthly collaboration minimum days. New teachers are provided support through (TCIP) Tri-Counties Induction Program with a district Mentor Teacher and county support meetings. In-service includes computer technology training, professional development on the California Standards, classroom management strategies, and differentiated instruction strategies. All teachers are encouraged to attend conferences and workshops and share their information with the other staff. Teachers returning from additional training are supported through additional funding to implement new methodologies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,899	\$43,574
Mid-Range Teacher Salary	\$62,964	\$63,243
Highest Teacher Salary	\$82,305	\$86,896
Average Principal Salary (ES)	\$90,297	\$103,506
Average Principal Salary (MS)	\$0	\$108,961
Average Principal Salary (HS)	\$0	\$108,954
Superintendent Salary	\$136,000	\$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	30%
Administrative Salaries	11%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 along with Necessary Small High School funding.

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

Rate for Maxwell High School	2015-16	2016-17	2017-18
Dropout Rate	3.6	3.4	0
Graduation Rate	96.4	96.6	100

Rate for Maxwell Unified School	2015-16	2016-17	2017-18
Dropout Rate	3.6	3.4	0
Graduation Rate	96.4	96.6	100

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	73
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	8%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,557.00	\$1,070.89	\$6,486.20	\$62,460.00
District	N/A	N/A	\$7,891.26	\$61,437.00
State	N/A	N/A	\$7,506.64	\$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.5	1.7
School Site/ State	-14.6	-3.6

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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30

2018-19 Advanced Placement Courses

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

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

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

Career Technical Education Programs

The Maxwell High School Agricultural Program offers several courses to its students. First year agricultural students enroll in the Agriculture Core Dual enrollment class through Woodland community college (Ag Communications), which allows students to choose which career path they would like and prepares them for FFA. From there, students choose between Floral Design, Animal Science, Ornamental Horticulture, Agricultural Mechanics, Woodshop, and Metals/Welding. All agricultural classes are aligned with the State Model Curriculum standards for Agriculture. These classes meet high school graduation credit for 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 In Design, 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. The Business Department offers five Dual enrollment classes through Woodland Community College (Business Computer Applications, General Office Procedures and Career Planning, Marketing, Accounting, and Personal Finance).

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. Our Metals/Welding course has articulation agreements in place with Butte Community College and is a dual enrollment class through Woodland Community College.

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.