

Maxwell High School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Maxwell Unified School District

515 Oak St./P.O. Box 788
Maxwell, CA 95955-0788
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

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.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 24 |
| Grade 10 | 30 |
| Grade 11 | 26 |
| Grade 12 | 21 |
| Total Enrollment | 101 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.0 |
| American Indian or Alaska Native | 3.0 |
| Asian | 1.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 57.4 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 37.6 |
| Socioeconomically Disadvantaged | 77.2 |
| English Learners | 28.7 |
| Students with Disabilities | 11.9 |
| 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 | | | |
|---|-------|-------|-------|
| Maxwell High School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 11 | 8 | 10 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Maxwell Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ◆ | ◆ | 21 |
| Without Full Credential | ◆ | ◆ | 0 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|----------|----------|----------|
| Maxwell High School | 16-17 | 17-18 | 18-19 |
| 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 2018-19)

| 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 National Geographic 2018; U.S. History America Through the Lens 1877 to the Present - National Geographic/2018; Civics Today, Glencoe/McGraw/Hill; The American Vision, Glencoe/McGraw/Hill, World Geography and Culture, Glencoe 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 |
| Visual and Performing Arts | N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A 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: September 2018 | | |
|--|---------------|---|
| System Inspected | Repair Status | 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 | |

| School Facility Good Repair Status (Most Recent Year) | | |
|--|------------------|--|
| Year and month in which data were collected: September 2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair | Band portable, metal door jam is starting to rust. Door needs to be replaced. Repairs will be accomplished by spring/summer 2019. 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

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 39.0 | 17.0 | 41.0 | 34.0 | 48.0 | 50.0 |
| Math | 17.0 | 4.0 | 42.0 | 35.0 | 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.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | 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 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.

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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | ** | ** | ** |
| 9 | 18.2 | 27.3 | |

* 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.

**School Year 2017-18 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 | 24 | 24 | 100.00 | 16.67 |
| Male | 14 | 14 | 100.00 | 14.29 |
| Female | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 16 | 100.00 | 12.50 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 20 | 20 | 100.00 | 15.00 |
| English Learners | 13 | 13 | 100.00 | 7.69 |
| 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.

**School Year 2017-18 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 | 24 | 24 | 100 | 4.17 |
| Male | 14 | 14 | 100 | 7.14 |
| Female | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 16 | 100 | 6.25 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 20 | 20 | 100 | 5 |
| English Learners | 13 | 13 | 100 | 0 |
| 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 2018-19)

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 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 and School Site Council in October 2018.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 26.6 | 13.5 | 15.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.9 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 10.6 | 6.9 | 9.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.5 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 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.

| Academic Counselors and Other Support Staff at this School | |
|--|-------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | .4 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .2 |
| Psychologist | .25 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 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+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English | 18.0 | 9.0 | 11.0 | 2 | 12 | 8 | 4 | | 2 | | | |
| Mathematics | 12.0 | 9.0 | 10.0 | 7 | 8 | 8 | 1 | | | | | |
| Science | 8.0 | 7.0 | 12.0 | 7 | 9 | 6 | | | 2 | | | |
| Social Science | 19.0 | 14.0 | 15.0 | 2 | 4 | 4 | 4 | 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 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 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | | \$42,990 |
| Mid-Range Teacher Salary | | \$61,614 |
| Highest Teacher Salary | | \$85,083 |
| Average Principal Salary (ES) | | \$100,802 |
| Average Principal Salary (MS) | | \$105,404 |
| Average Principal Salary (HS) | | \$106,243 |
| Superintendent Salary | | \$132,653 |
| Percent of District Budget | | |
| Teacher Salaries | 33.0 | 30.0 |
| Administrative Salaries | 9.0 | 6.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$8,026.53 | \$1,448.53 | \$6,578.00 | \$62,774.75 |
| District | ◆ | ◆ | \$6,213.71 | |
| State | ◆ | ◆ | \$7,125 | \$63,590 |
| Percent Difference: School Site/District | | | 5.7 | 1.1 |
| Percent Difference: School Site/ State | | | 0.1 | 0.6 |

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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) | | | |
|--|---------|---------|---------|
| Maxwell High School | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 0.0 | 3.6 | 3.4 |
| Graduation Rate | 95.8 | 96.4 | 96.6 |
| Maxwell Unified School District | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 0.0 | 3.6 | 3.4 |
| Graduation Rate | 95.8 | 96.4 | 96.6 |
| California | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 82.3 | 83.8 | 82.7 |

| 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% |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2017-18 Students Enrolled in Courses Required for UC/CSU Admission | 100.0 |
| 2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission | 35.7 |

* Where there are student course enrollments.

| 2017-18 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 2017 | | |
| | School | District | State |
| All Students | 96.6 | 96.6 | 88.7 |
| Black or African American | 0.0 | 0.0 | 82.2 |
| American Indian or Alaska Native | 0.0 | 0.0 | 82.8 |
| Asian | 0.0 | 0.0 | 94.9 |
| Filipino | 0.0 | 0.0 | 93.5 |
| Hispanic or Latino | 100.0 | 100.0 | 86.5 |
| Native Hawaiian/Pacific Islander | 0.0 | 0.0 | 88.6 |
| White | 92.9 | 92.9 | 92.1 |
| Two or More Races | 0.0 | 0.0 | 91.2 |
| Socioeconomically Disadvantaged | 100.0 | 100.0 | 88.6 |
| English Learners | 100.0 | 100.0 | 56.7 |
| Students with Disabilities | 100.0 | 100.0 | 67.1 |
| Foster Youth | 0.0 | 0.0 | 74.1 |

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 class (Ag Communications), which allows students to choose which career path they would like and prepares them for FFA. From there, students choose between ROP Floral Design, Animal Science, Ornamental Horticulture, Agricultural Mechanics, Woodshop, and ROP 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 two Dual enrollment classes through Woodland Community College (Business Computer Applications and General Office Procedures and Career Planning).

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 ROP Metals/Welding course has articulation agreements in place with Butte Community College and Woodland Community College.

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 <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.