

Maricopa High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Maricopa High School
Street	955 Stanislaus St.
City, State, Zip	Maricopa, Ca, 93252-8231
Phone Number	661-769-8231
Principal	Scott Meier, Ed.D., Superintendent
E-mail Address	tdooty@musd.email
Web Site	maricopaschools.org
CDS Code	15636281533843

District Contact Information	
District Name	Maricopa Unified School District
Phone Number	(661) 769-8231
Superintendent	Scott Meier, Ed.D.
E-mail Address	smeier@musd.email
Web Site	maricopaschools.org

School Description and Mission Statement (School Year 2016-17)

Maricopa High School has a High-Tech, Global Vision for the school's ATMOSPHERE, ACADEMICS, ACTIVITIES & ATHLETICS:

ATMOSPHERE

Maricopa High School is a small, personalized campus allowing students to build lasting friendships and communication skills. Small class sizes support individual success, with many of our classes under 15 students.

ACADEMICS / TECHNOLOGY

Our rigorous academics program sets students on a pathway to college with the interest, skills and experience for career advancement. This "Linked Learning" approach supports student's choices and options for their future.

Our Business/Entrepreneur Pathways allow students to gain a career focus and set a pathway for college at the same time. Our four pathways provide diverse career opportunities. Students can focus on one area through high school or explore different careers:

- STEMcity – Science, Technology, Engineering & Math
- CityWALK Cafe/"Tearoom" – Culinary Art
- CityWALK Ag/Gardening
- GlobalCity Promotions/Broadcasting
- GlobalCity Communication (Yearbook/Newspaper)
- GlobalCity Entertainment – (Performance Arts, Jazz Piano, Media)

Providing the latest Tools of Technology, such as a personal laptop computer for every student, interactive whiteboard classrooms, and high-tech career equipment support our "real-world" approach and provide instruction in the way students learn best. The use of technology helps students grasp the fundamental skills in each area of study. Business and industry use technology and our school is committed to train students for their future in the real world.

ACTIVITIES

High School should be fun, exciting and engaging! Students are encouraged to become involved in the different clubs, ASB leadership roles and participate in the many social /school spirit activities. Being involved supports service to others and living a balanced life.

ATHLETICS

Maricopa High offers all three seasons of CIF athletics. All students have full access to our sports program. Our philosophy is that everyone plays if they have a desire to build teamwork skills.

MISSION STATEMENT:

The mission of the Maricopa Unified School District is to provide a caring and nurturing environment in which our students will maximize their personal and academic potential.

TENET STATEMENT: M-A-R-I-C-O-P-A

Motivated Students - Students will be motivated and excited to research and apply subject knowledge through innovative teaching strategies and the use of technology tools.

Academic Success - Students will receive a personalized support program to ensure success in corecurriculum and career content.

Rigor - Students will receive a first-class educational experience based on rigorous state standards and practical skills.

Intelligence – Students will foster different types of intelligence to be well-rounded intellectually.

Critical Thinkers - Students will research, organize, compare, contrast, analyze, and communicate their thinking as innovative problem-solvers.

Open Minded Citizens - Students will be challenged to think globally and be involved in community activities and actions.

Prepared for Post-Secondary Choices - Students will leave our district with the knowledge and practical experience to be successful in college and in their chosen careers.

Ability to Apply Knowledge - Students will have opportunities to apply new knowledge and skills in multiple ways using their interests and talents.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	17
Grade 10	25
Grade 11	19
Grade 12	20
Total Enrollment	81

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.2
Asian	0
Filipino	0
Hispanic or Latino	28.4
Native Hawaiian or Pacific Islander	0
White	67.9
Two or More Races	2.5
Socioeconomically Disadvantaged	87.7
English Learners	13.6
Students with Disabilities	18.5
Foster Youth	0

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	7	16
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: 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)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	9-12: Houghton Mifflin Harcourt-Collections-2015	Yes	0.0
Mathematics	9-12: Big Ideas-Algebra 1-2015 9-12: Big Ideas-Geometry-2015 9-12: Big Ideas-Algebra 2-2015 9-12: Glencoe McGraw Hill-Precalculus-2014	Yes	0.0
Science	9-12: Glencoe-2007	Yes	0.0
History-Social Science	9-12: Glencoe-2006	Yes	0.0
Foreign Language	9-12: Holt-2004	Yes	0.0
Health	9-12: McDougal Littell-Health-2006	Yes	0.0
Visual and Performing Arts	Various Materials Used		0.0
Science Laboratory Equipment (grades 9-12)	Various Materials Used		0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Maricopa High School's classrooms, labs, shops, restrooms and offices are cleaned and maintained regularly. Each summer a deep cleaning is conducted campuswide. During the Summer of the 2015-16 school year many maintenance projects were completed including exterior painting of the school buildings.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/15/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Repair HVAC unit on Tea Room/Grill.
Interior: Interior Surfaces	X			Minor Repair Old Gym Lobby Wall Near Drinking Fountain
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/15/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	6	37	33	32	44	48
Mathematics	0	6	19	16	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	19	19	100.0	36.8
Male	11	13	13	100.0	30.8
White	11	13	13	100.0	38.5
Socioeconomically Disadvantaged	11	12	12	100.0	25.0

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 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	19	19	100.0	5.6
Male	11	13	13	100.0	8.3
White	11	13	13	100.0	
Socioeconomically Disadvantaged	11	12	12	100.0	9.1

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	26	5	4	33	11	36	60	56	54

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	26	26	100.0	3.9
Male	11	11	100.0	
Female	15	15	100.0	6.7
White	16	16	100.0	6.3
Socioeconomically Disadvantaged	24	24	100.0	4.2

Note: 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.

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

Career Technical Education Programs (School Year 2015-16)

One of the major goals of Maricopa High School is to have all students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills.

Our CTE Business Pathways (7th period) allow students to gain a career focus and set a pathway for college at the same time. Our four pathways provide diverse career opportunities. Students can focus on one area through high school or explore different careers:

- STEMcity – Science, Technology, Engineering & Math
- CityWALK Cafe/"Tearoom" – Culinary Art
- CityWALK Ag/Gardening
- GlobalCity Promotions/Broadcasting
- GlobalCity Communication (Yearbook/Newspaper)
- GlobalCity Entertainment – (Performance Arts, Jazz Piano, Media)

Maricopa High School also offers Regional Occupation Classes (ROP), through a partnership with Taft Union High School District, to support our student's career preparation. ROP classes support student achievement by providing advanced training and employment opportunities with local businesses. The classes also satisfy requirement 'G' of the UC/CSU entrance requirements. ROP classes are available in:

- Retail Marketing/Fashion/Photography
- Law Enforcement
- Photography
- Office Practices
- Auto Shop

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	76
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2.0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.84
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	23.1

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	42.9	21.4	35.7

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.

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)

The Board, administration, and staff recognizes that parents and community play a vital role in the success of our school. Understanding the school's educational program will assist both the school and community in a continuous process of improvement.

Maricopa High School welcomes parent visitors on our campus for many different reasons including Parent Visitation Days, assemblies, sports, and other special events.

The Maricopa Unified School District welcomes and encourages all parents to get involved at our three schools. Any teacher or administrator can be contacted for parental involvement. Parents may become involved in many ways, including:

- School Site Council / English Language Advisory (ELAC)
- Parent Teacher Organization (PTO)
- Booster Club Organization
- Safety Committee

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	22.70	12.50	0.00	34.50	39.10	16.70	11.40	11.50	10.70
Graduation Rate	77.27	87.50	86.67	65.52	60.87	72.22	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	81	80	86
Black or African American	0	60	78
American Indian or Alaska Native	0	0	78
Asian	0	60	93
Filipino	0	100	93
Hispanic or Latino	80	85	83
Native Hawaiian/Pacific Islander	0	100	85
White	80	80	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	70	66
English Learners	0	0	54
Students with Disabilities	75	27	78

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	14.0	29.4	18.3	1.4	2.5	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

A Safe School Plan has been developed for the school district, which is reviewed and updated annually by administration and School Site Council. Key elements of the school's safety plan include procedures for keeping students and staff safe on school grounds as well as the safe ingress and egress of pupils.

The District has monthly fire drills, bi-annual earthquake/evacuation drills, and intruder drills. Staff attend training and workshops on health and safety issues held by the district and county office of education.

Students are supervised throughout the day by teachers, administration, and instructional aides. All visitors must sign in at the main office, where they receive a visitor's badge that must be worn at all times. Classrooms remain locked during the day. The district has a 24 hour surveillance camera system to support a safe and secure campus environment.

The District has implemented a Positive Behavior Intervention System (PBIS) program called "Time to Teach." Each year all staff members are trained in the program strategies for district-wide consistent implementation for student management. Administration and staff deal with campus student management in a firm, fair and consistent manner. Each situation is considered important and is dealt with in a timely manner. Being a small campus, very few major discipline issues take place each year. The campus is a safe place for our students and staff.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	8	1		10	9	1		10	9	1	
Mathematics	7	8			7	11			7	11		
Science	11	4	1		10	6		1	10	6		1
Social Science	10	6			8	8			8	8		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	81.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.06	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.3	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,033	\$611	\$9,422	\$54,387
District	N/A	N/A	\$9,279	\$57,614
Percent Difference: School Site and District	N/A	N/A	1.5	-5.6
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	66.0	-10.4

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to LCFF State, Maricopa Unified School District receives State and Federal funding for the following categorical, special education, and support programs:

- Instructional Materials-Lottery
- Special Education Master Plan
- Home-to-School Transportation
- Federal, Special Education
- Rural Education Achievement Program (REAP)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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 (Elementary)		\$94,634
Average Principal Salary (Middle)		\$97,839
Average Principal Salary (High)		\$100,453
Superintendent Salary		\$123,728
Percent of Budget for Teacher Salaries	26%	32%
Percent of Budget for Administrative Salaries	1%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

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		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

During the 2014-15, 2015-16 and 2016-17 school years, teachers and staff have been involved in staff development and training on "Late-start Thursdays." On most Thursdays, students arrive at school 75 minutes later while staff training is conducted. Also six full days of staff training is conducted before school starts, during the year, and after the school year ends. For the past three years the staff have been trained in:

- PBIS - "Time to Teach" program
- Effective Direct Instruction (EDI)
- iReady benchmark assessment and Rtl Differentiated instruction
- English-Language Development (ELD) Strategies
- Technology Strategies
- New Common Core Standard ELA & Math Textbooks and Strategies
- School Improvement Planning