

Maricopa Middle 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 Middle School |
| Street | 955 Stanislaus St. |
| City, State, Zip | Maricopa, Ca, 93252 |
| Phone Number | 661-769-8231 |
| Principal | Scott Meier, Ed.D., Superintendent |
| E-mail Address | mhouston@musd.email |
| Web Site | maricopaschools.org |
| CDS Code | 15636280122853 |

| 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)

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 6 | 21 |
| Grade 7 | 19 |
| Grade 8 | 17 |
| Total Enrollment | 57 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0 |
| American Indian or Alaska Native | 1.8 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 24.6 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 71.9 |
| Two or More Races | 1.8 |
| Socioeconomically Disadvantaged | 94.7 |
| English Learners | 15.8 |
| Students with Disabilities | 21.1 |
| 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 | 2 | 3 | 3 | 16 |
| Without Full Credential | 0 | 0 | 0 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 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 | 6-8: Houghton Mifflin Harcourt-Collections-2015 | Yes | 0.0 |
| Mathematics | K-5th: Houghton Mifflin Harcourt-Go Math-2015 | Yes | 0.0 |
| Science | 6-8: Holt-2006 | Yes | 0.0 |
| History-Social Science | 6-8: Holt-2006 | Yes | 0.0 |
| Health | Embedded in Science Comprehensive Family Life Unit | | 0.0 |
| Visual and Performing Arts | "Art Attacks" Video-Based Instruction | | 0.0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Maricopa Middle School's classrooms, restrooms and offices are cleaned and maintained regularly. Each summer a deep cleaning is conducted campus-wide. 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 | | | |
| Interior: Interior Surfaces | X | | | |
| 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 | 14 | 8 | 33 | 32 | 44 | 48 |
| Mathematics | 0 | 3 | 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 | 6 | 21 | 21 | 100.0 | |
| | 7 | 20 | 19 | 95.0 | 10.5 |
| | 8 | 21 | 19 | 90.5 | 15.8 |
| Male | 6 | 11 | 11 | 100.0 | |
| | 7 | 15 | 14 | 93.3 | |
| Female | 8 | 15 | 15 | 100.0 | 20.0 |
| White | 6 | 13 | 13 | 100.0 | |
| | 7 | 14 | 13 | 92.9 | 7.7 |
| | 8 | 15 | 13 | 86.7 | 15.4 |
| Socioeconomically Disadvantaged | 6 | 21 | 21 | 100.0 | |
| | 7 | 18 | 17 | 94.4 | 11.8 |
| | 8 | 18 | 16 | 88.9 | 18.8 |

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 | 6 | 21 | 21 | 100.0 | |
| | 7 | 20 | 19 | 95.0 | |
| | 8 | 20 | 19 | 95.0 | |
| Male | 6 | 11 | 11 | 100.0 | |
| | 7 | 15 | 14 | 93.3 | |
| | 8 | 15 | 14 | 93.3 | |
| White | 6 | 13 | 13 | 100.0 | |
| | 7 | 14 | 13 | 92.9 | |
| | 8 | 14 | 13 | 92.9 | |
| Socioeconomically Disadvantaged | 6 | 21 | 21 | 100.0 | |
| | 7 | 18 | 17 | 94.4 | |
| | 8 | 18 | 17 | 94.4 | |

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) | 38 | 16 | 35 | 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 | 21 | 20 | 95.2 | 35.0 |
| Female | 15 | 15 | 100.0 | 40.0 |
| White | 15 | 14 | 93.3 | 28.6 |
| Socioeconomically Disadvantaged | 18 | 17 | 94.4 | 41.2 |

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.

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 |
| 7 | 22.2 | 22.2 | 33.3 |

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 recognize that parents and community play a vital role in the success of our school.

Maricopa Middle School prides itself on involving the parents and community members in every aspect of our school. We welcome our parents on our campus for many different reasons including assemblies, and other special middle school events.

We believe that teachers cannot educate children alone without the active support and involvement of parents and community members.

The Maricopa Unified School District welcome and encourage 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)
- Safety Committee

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 | 10.9 | 32.4 | 31.9 | 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 trainings and workshops on health and safety issues held by the district and county office of education.

Students are supervised throughout the day by teachers, administrators, 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 | In PI | Not In PI |
| First Year of Program Improvement | 2012-2013 | |
| Year in Program Improvement* | Year 2 | |
| 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 | 11 | 10 | 2 | | 14 | 3 | 2 | | 14 | 3 | 2 | |
| Mathematics | 15 | 3 | 1 | | 12 | 2 | 1 | | 12 | 2 | 1 | |
| Science | 13 | 3 | 1 | | 18 | 1 | 1 | | 18 | 1 | 1 | |
| Social Science | 10 | 5 | 1 | | 18 | 1 | 1 | | 18 | 1 | 1 | |

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 | 58.0 |
| 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 | 0.0 | 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 | \$10,958 | \$1,760 | \$9,198 | \$49,114 |
| District | N/A | N/A | \$9,279 | \$57,614 |
| Percent Difference: School Site and District | N/A | N/A | -0.9 | -14.8 |
| State | N/A | N/A | \$5,677 | \$60,705 |
| Percent Difference: School Site and State | N/A | N/A | 62.0 | -19.1 |

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)
- Title 1

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/>.

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 RtI Differentiated instruction
- English-Language Development (ELD) Strategies
- Technology Strategies
- New Common Core Standard ELA & Math Textbooks and Strategies
- School Improvement Planning