

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Dr. Scott Meier, Superintendent

Principal, Maricopa Elementary

## About Our School

Maricopa Elementary School encourages and celebrates high academic achievement for all students. In 2013-14 the school population consisted of approximately 175 kindergarten through fifth grade students with rich and diverse backgrounds. The school had nine self-contained classrooms. Each student had access to a rigorous core curriculum in language arts, mathematics, science, social science, P.E. and the arts.

The staff at Maricopa Elementary School believes each child can learn and is deserving of a rich educational environment. The staff, parents and community work together in order to assure success for all students. The skilled and dedicated staff is geared to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students.

We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We care about each one of our students in our small school environment.

This School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to Maricopa Elementary School. Most data presented in this report are reported for the 2013-14 school year. School finances and school completion data are reported for the 2012-13 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2014-15 school year.

For additional information about the school, parents and community members can contact the Maricopa Unified School District at 661-769-8231.

Thank you,

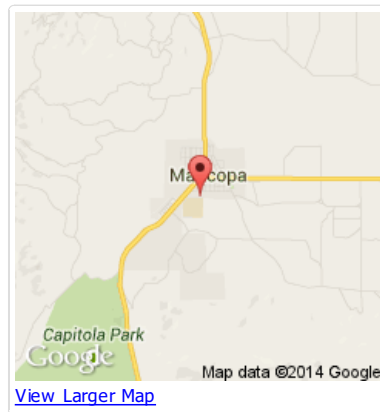
Scott Meier, Ed.D.

Superintendent

## Contact

955 Stanislaus St.  
Maricopa, CA  
93252-8231

Phone: 661-769-8231 ext. 202)  
E-mail: [smeier@maricopaschools.org](mailto:smeier@maricopaschools.org)



## About This School

### Contact Information - Most Recent Year

| School                                   |  |
|--|--|
| <b>School Name</b>                       | Maricopa Elementary  |
| <b>Street</b>                            | 955 Stanislaus St.   |
| <b>City, State, Zip</b>                  | Maricopa, Ca, 93252-8231   |
| <b>Phone Number</b>                      | 661-769-8231 ext. 202)   |
| <b>Principal</b>                         | Dr. Scott Meier, Superintendent  |
| <b>E-mail Address</b>                    | <a href="mailto:smeier@maricopaschools.org">smeier@maricopaschools.org</a> |
| <b>Web Site</b>                          | <a href="http://www.maricopaschools.org">www.maricopaschools.org</a>       |
| <b>County-District-School (CDS) Code</b> | 15636286009740   |

| District                         |  |
|----------------------------------|--|
| <b>District Name</b>             | Maricopa Unified   |
| <b>Phone Number</b>              | (661) 769-8231 (ext. 202)  |
| <b>Web Site</b>                  | <a href="http://www.maricopaschools.org">www.maricopaschools.org</a>       |
| <b>Superintendent First Name</b> | Scott  |
| <b>Superintendent Last Name</b>  | Meier  |
| <b>E-mail Address</b>            | <a href="mailto:smeier@maricopaschools.org">smeier@maricopaschools.org</a> |

*Last updated: 12/19/2014*

### School Description and Mission Statement (Most Recent Year)

#### 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 core curriculum 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.**

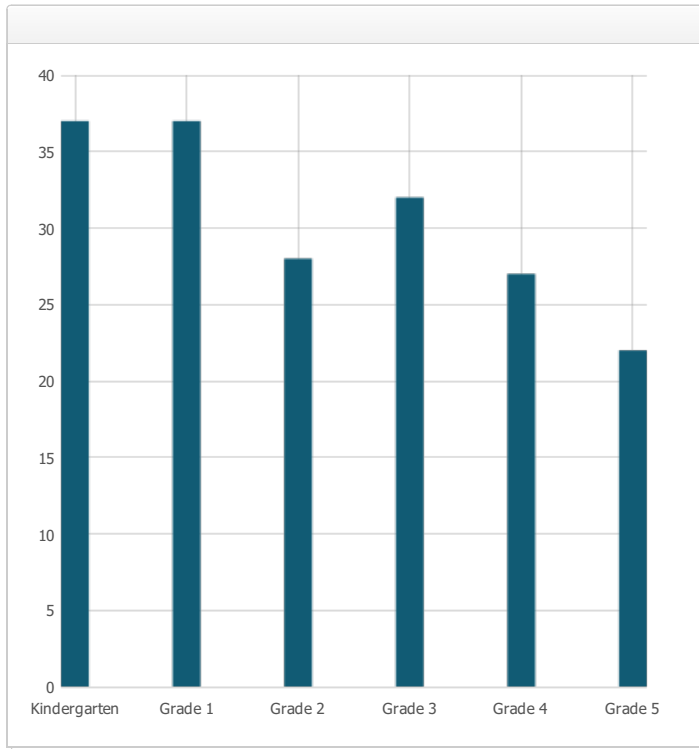
**Prepared for Post-Secondary Choices** - Students will leave our district with the knowledge and practical experience to be successful in college and in their chosen careers.

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

*Last updated: 12/18/2014*

**Student Enrollment by Grade Level (School Year 2013-14)**

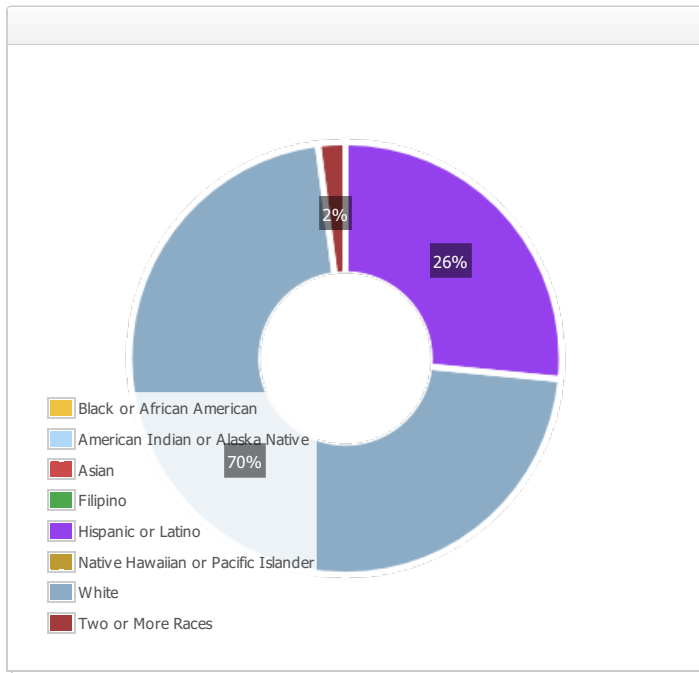
| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 37                 |
| Grade 1                 | 37                 |
| Grade 2                 | 28                 |
| Grade 3                 | 32                 |
| Grade 4                 | 27                 |
| Grade 5                 | 22                 |
| <b>Total Enrollment</b> | <b>183</b>         |



*Last updated: 12/19/2014*

**Student Enrollment by Student Group (School Year 2013-14)**

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.0                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 0.0                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 26.8                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 70.5                        |
| Two or More Races                   | 2.2                         |
| Socioeconomically Disadvantaged     | 80.3                        |
| English Learners                    | 11.5                        |
| Students with Disabilities          | 14.8                        |



*Last updated: 12/19/2014*

## A. Conditions of Learning

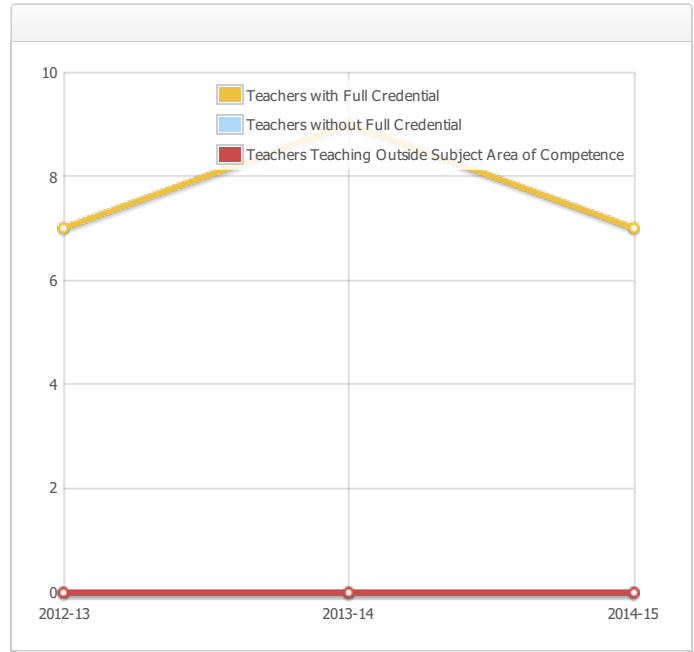
### State Priority: Basic

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

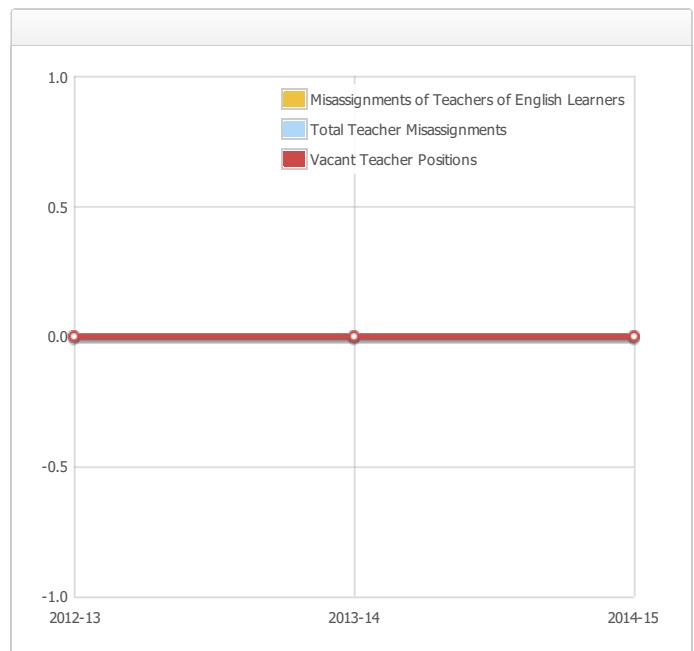
| Teachers  | School  |         | District |         |
|---|---------|---------|----------|---------|
|   | 2012-13 | 2013-14 | 2014-15  | 2014-15 |
| With Full Credential  | 7       | 9       | 7        | 17      |
| Without Full Credential   | 0       | 0       | 0        | 1       |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0        | 1       |



Last updated: 12/19/2014

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| 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.

Last updated: 12/18/2014

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School                      | 100  | 0  |
| All Schools in District          | 99   | 1  |
| High-Poverty Schools in District | 100  | 100  |
| Low-Poverty Schools in District  | 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.

*Last updated: 12/19/2014*

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2014

| Subject                                    | Textbooks and Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|---|----------------------------|--|
| Reading/Language Arts                      | K-4th: SRA/McGraw Hill-2000<br>5th: Scott Foresman-2000 | No                         | 0.0  |
| Mathematics                                | K-5 Houghton Mifflin: GO Mathematics                    | Yes                        | 0.0  |
| Science                                    | K-5th: Houghton Mifflin-2006                            | Yes                        | 0.0  |
| History-Social Science                     | K-5th: Scott Foresman-2006                              | Yes                        | 0.0  |
| Foreign Language                           | N/A   |                            | 0.0  |
| Health                                     | Embedded in Science                                     |                            | 0.0  |
| Visual and Performing Arts                 | Video-Based Instruction                                 |                            | 0.0  |
| Science Laboratory Equipment (grades 9-12) | N/A   |                            | 0.0  |

*Last updated: 12/18/2014*

## School Facility Conditions and Planned Improvements - Most Recent Year

Maricopa Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the District Office. Maricopa Elementary 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 2014-15 school year many maintenance projects were completed including Phase III of exterior painting of the school buildings, two classroom new carpet project, and the new playground paving project all funded by local bond funding.

*Last updated: 12/19/2014*

## School Facility Good Repair Status - Most Recent Year

| System Inspected  | Rating | 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   | Replace drinking fountain on playground near Room 7 |
| Safety: Fire Safety, Hazardous Materials                        | Good   |   |
| Structural: Structural Damage, Roofs                            | Good   |   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   | Elem. Playground Paving Project completed           |

## Overall Facility Rate - Most Recent Year

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 12/18/2014*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| Subject                       | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School   |         |         | District |         |         | State   |         |         |
|                               | 2011-12  | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 17   | 30      | 32      | 34       | 40      | 50      | 60      | 59      | 60      |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 12/18/2014*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group   | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA                       | 50  |
| All Students at the School                    | 32  |
| Male  | 27  |
| Female  |   |
| Black or African American                     |   |
| American Indian or Alaska Native              |   |
| Asian   |   |
| Filipino                                      |   |
| Hispanic or Latino                            |   |
| Native Hawaiian or Pacific Islander           |   |
| White   | 40  |
| Two or More Races                             |   |
| Socioeconomically Disadvantaged               | 36  |
| English Learners                              |   |
| Students with Disabilities                    |   |
| Students Receiving Migrant Education Services |   |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 12/19/2014

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject                | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School   |         |         | District |         |         | State   |         |         |
|                        | 2010-11  | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts  | 25%  | 18%     | 20%     | 39%      | 42%     | 46%     | 54%     | 56%     | 55%     |
| Mathematics            | 35%  | 23%     | 32%     | 24%      | 25%     | 26%     | 49%     | 50%     | 50%     |
| History-Social Science | N/A  | N/A     | N/A     | 30%      | 32%     | 33%     | 48%     | 49%     | 49%     |

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 12/18/2014

### Academic Performance Index Ranks – Three-Year Comparison

| API Rank        | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide       | 1    | 1    | 1    |
| Similar Schools |      |      |      |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/18/2014

### Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group                               | Actual API Change 2011 | Actual API Change 2012 | Actual API Change 2013 |
|-------------------------------------|------------------------|------------------------|------------------------|
| All Students at the School          | -13                    | -65                    | 52                     |
| Black or African American           |                        |                        |                        |
| American Indian or Alaska Native    |                        |                        |                        |
| Asian                               |                        |                        |                        |
| Filipino                            |                        |                        |                        |
| Hispanic or Latino                  |                        |                        |                        |
| Native Hawaiian or Pacific Islander |                        |                        |                        |
| White                               |                        |                        |                        |
| Two or More Races                   |                        |                        |                        |
| Socioeconomically Disadvantaged     | 4                      |                        |                        |
| English Learners                    |                        |                        |                        |
| Students with Disabilities          |                        |                        |                        |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/18/2014

# 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 English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

| Grade level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 28.6%   | 14.3%                 | 38.1%                |

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.

*Last updated: 12/18/2014*

## 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 - Most Recent Year

The Board, administration, and staff recognizes that parents and community play a vital role in the success of our school.

Maricopa Elementary School strives to involve the parents and community members in every aspect of our school. We welcome our parents on our campus for many different reasons including student Parent Visitation Days, assemblies, and other special 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)
- LCFF/LCAP Budget Planning
- Parent Teacher Organization (PTO)
- Safety Committee

### State Priority: Pupil Engagement

*Last updated: 12/18/2014*

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

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

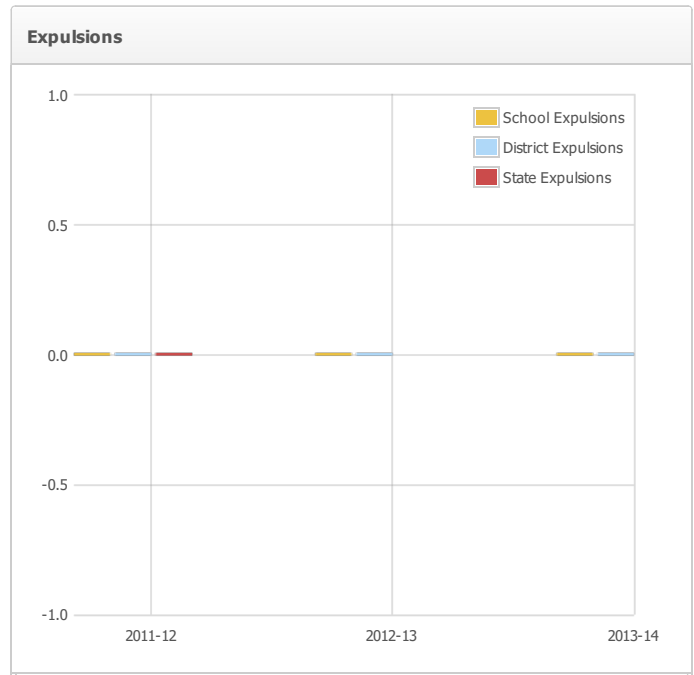
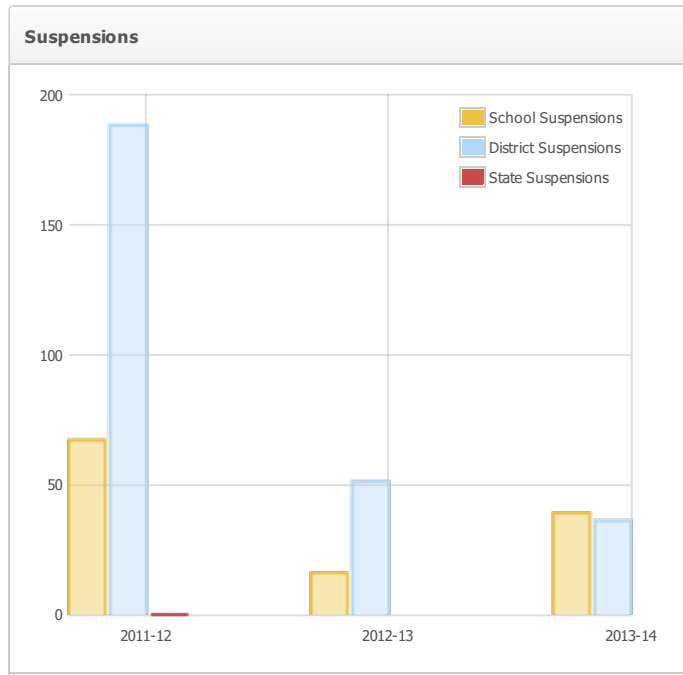
# State Priority: School Climate

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   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 67.00   | 16.00   | 39.00   | 188.00   | 51.00   | 36.00   |         |         |         |
| Expulsions  | 0.00    | 0.00    | 0.00    | 0.00     | 0.00    | 0.00    |         |         |         |



Last updated: 12/19/2014

## School Safety Plan - Most Recent Year

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.

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.

Last updated: 12/18/2014

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria                                   | School | District |
|--|--------|----------|
| Made AYP Overall                               | N/A    | N/A      |
| Met Participation Rate - English-Language Arts | N/A    | N/A      |
| Met Participation Rate - Mathematics           | N/A    | N/A      |
| Met Percent Proficient - English-Language Arts | N/A    | N/A      |
| Met Percent Proficient - Mathematics           | N/A    | N/A      |
| Met Graduation Rate                            | N/A    | N/A      |

*Last updated: 12/18/2014*

### Federal Intervention Program (School Year 2014-15)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | In PI     | Not in PI |
| First Year of Program Improvement                   | 2009-2010 |           |
| Year in Program Improvement *                       | Year 5    |           |
| Number of Schools Currently in Program Improvement  | N/A       | 2         |
| Percent of Schools Currently in Program Improvement | N/A       | 75.0%     |

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 12/18/2014*

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

| Grade Level | 2011-12            |                     |       |     | 2012-13            |                     |       |     | 2013-14            |                     |       |     |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
|             | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+ |                    | 1-20                | 21-32 | 33+ |                    | 1-20                | 21-32 | 33+ |
| K           | 19.0               | 1                   | 0     | 0   | 16.0               | 2                   |       |     | 12.0               | 3                   |       |     |
| 1           | 25.0               | 0                   | 1     | 0   | 13.0               | 1                   | 1     |     | 10.0               | 4                   |       |     |
| 2           | 23.0               | 0                   | 1     | 0   | 11.0               | 3                   |       |     | 10.0               | 3                   |       |     |
| 3           | 16.0               | 1                   | 0     | 0   | 9.0                | 3                   |       |     | 16.0               | 1                   | 1     |     |
| 4           | 7.5                | 2                   | 0     | 0   | 7.0                | 3                   |       |     | 27.0               |                     | 1     |     |
| 5           | 17.0               | 1                   | 0     | 0   | 6.0                | 8                   |       |     | 22.0               |                     | 1     |     |
| 6           |                    |                     |       |     |                    |                     |       |     |                    |                     |       |     |
| Other       |                    |                     |       |     |                    |                     |       |     |                    |                     |       |     |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 12/19/2014*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|---|--|--|
| Academic Counselor                                  | 0.0                                      | 0.0  |
| Counselor (Social/Behavioral or Career Development) | 0.2                                      | N/A  |
| Library Media Teacher (librarian)                   | 0.0                                      | N/A  |
| Library Media Services Staff (paraprofessional)     | 0.5                                      | 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 (non-teaching)                  | 1.5                                      | 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.

*Last updated: 12/18/2014*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil (Supplemental/Restricted)</b> | <b>Expenditures Per Pupil (Basic/Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|---|--|-------------------------------|
| School Site                                   | \$10,604                            | \$2,024   | \$8,580  | \$52,130                      |
| District                                      | N/A                                 | N/A   | \$8,580  | \$49,759                      |
| Percent Difference – School Site and District | N/A                                 | N/A   | 0.00%  | 4.70%                         |
| State   | N/A                                 | N/A   | \$4,690  | \$57,912                      |
| Percent Difference – School Site and State    | N/A                                 | N/A   | 17.00%   | -14.00%                       |

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

*Last updated: 12/19/2014*



**Types of Services Funded (Fiscal Year 2013-14)**

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

- ROC/P Entitlement (Flexed)
- Economic Impact Aid (EIA)
- Class Size Reduction
- Instructional Materials
- Special Education Master Plan
- Home-to-School Transportation
- Federal, Special Education
- Rural Education Achievement Program (REAP)
- Title 1

*Last updated: 12/18/2014*

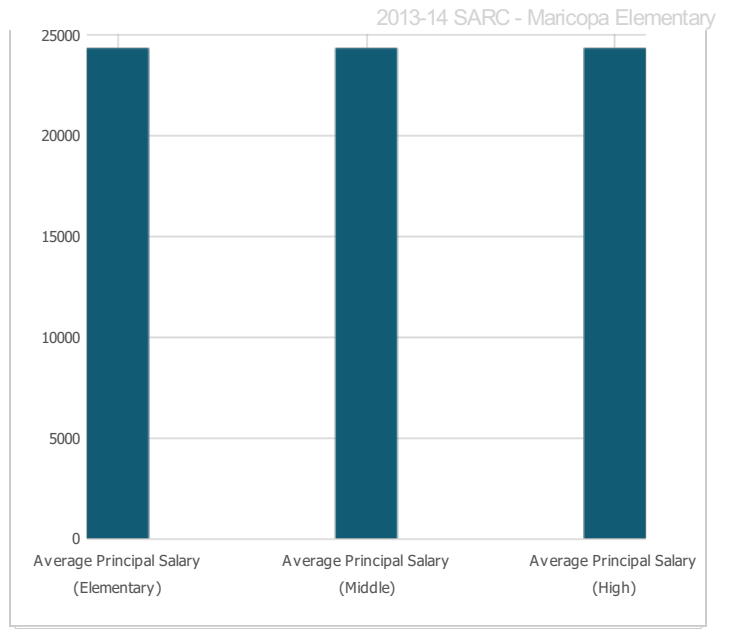
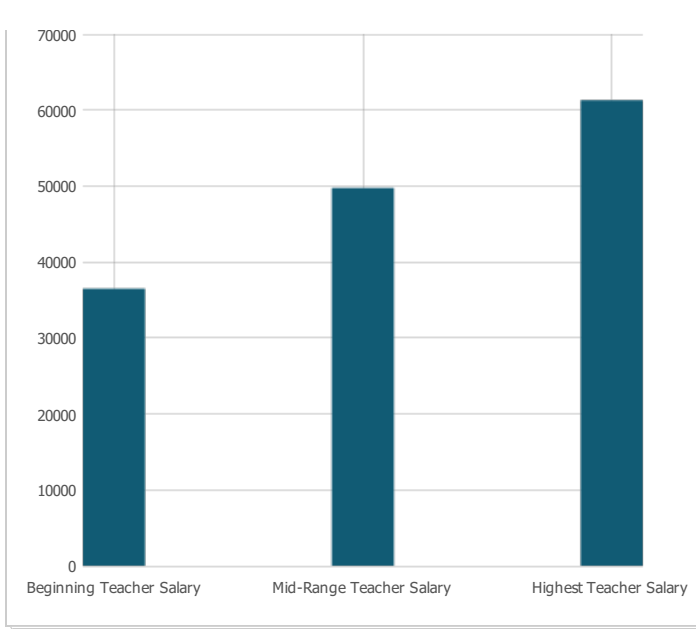
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$36,492        | \$38,152                                     |
| Mid-Range Teacher Salary                      | \$49,752        | \$55,573                                     |
| Highest Teacher Salary                        | \$61,306        | \$71,908                                     |
| Average Principal Salary (Elementary)         | \$24,308        | \$87,660                                     |
| Average Principal Salary (Middle)             | \$24,308        | \$92,424                                     |
| Average Principal Salary (High)               | \$24,308        | \$93,606                                     |
| Superintendent Salary                         | \$48,616        | \$116,538                                    |
| Percent of Budget for Teacher Salaries        | 33.0%           | 34.0%  |
| Percent of Budget for Administrative Salaries | 2.0%            | 7.0%   |

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

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 12/18/2014*

**Professional Development – Most Recent Three Years**

During the 2012-13/2013-14/2014-15 school years, teachers 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 effective direct instruction, brain-based teaching strategies, technology, common core instructional strategies, Positive Behavior Program Strategies (PBIS), and the implementation of the newly purchased Mathematics textbook and materials (2014-15).

*Last updated: 12/19/2014*