

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 High

About Our School

Maricopa High School encourages and celebrates high academic achievement for all students. In 2013-14, the school population consisted of approximately 70-80 ninth through twelve grade students. Maricopa High School is a small rural high school with a very long and rich heritage of nearly 100 years.

The 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's modest size demands a great deal of staff effort and community support to ensure that the rich traditions of the past will continue to influence future generations.

This School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to Maricopa High 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.

The administration and staff of Maricopa High School are committed to providing the best educational program. The quality of our program is a positive expression of our highly committed staff. Our ambition is to provide a rich learning environment that is a welcoming, stimulating environment where students are actively involved in the process of becoming positive contributors to society. Through hard work, and a commitment to educate the whole person, our staff challenges all students to strive towards the fulfillment of their highest potential.

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

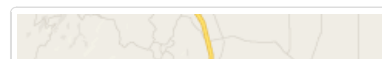
Thank you,

Scott Meier, Ed.D.

Superintendent

Contact

955 Stanislaus St.
Maricopa, CA



93252-8231

Phone: 661-769-8231 ext. 202)

E-mail: smeier@maricopaschools.org



About This School

Contact Information - Most Recent Year

School	District
School Name Maricopa High	District Name Maricopa Unified
Street 955 Stanislaus St.	Phone Number (661) 769-8231(ext. 202)
City, State, Zip Maricopa, Ca, 93252-8231	Web Site www.maricopaschools.org
Phone Number 661-769-8231 ext. 202)	Superintendent First Name Scott
Principal Dr. Scott Meier, Superintendent	Superintendent Last Name Meier
E-mail Address smeier@maricopaschools.org	E-mail Address smeier@maricopaschools.org
County-District-School (CDS) Code 15636281533843	

Last updated: 12/19/2014

School Description and Mission Statement (Most Recent Year)

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.

Our "PASSport" Personalized Academic Support System provides a one-to-one "Coach" (Teacher) to help ensure success. All students are assigned a coach to provide academic counseling, motivation and support. Everyone needs a "PASSport" to gain full access to the world.

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 new 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 & Health Club – Culinary Art & Health Club
- Cityscapes – Construction
- Global City Graphics – T-shirt Company. Graphics and Performance Arts, Media, Marketing

Providing the latest Tools of Technology, such as a personal laptop computer for every student, interactive 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.

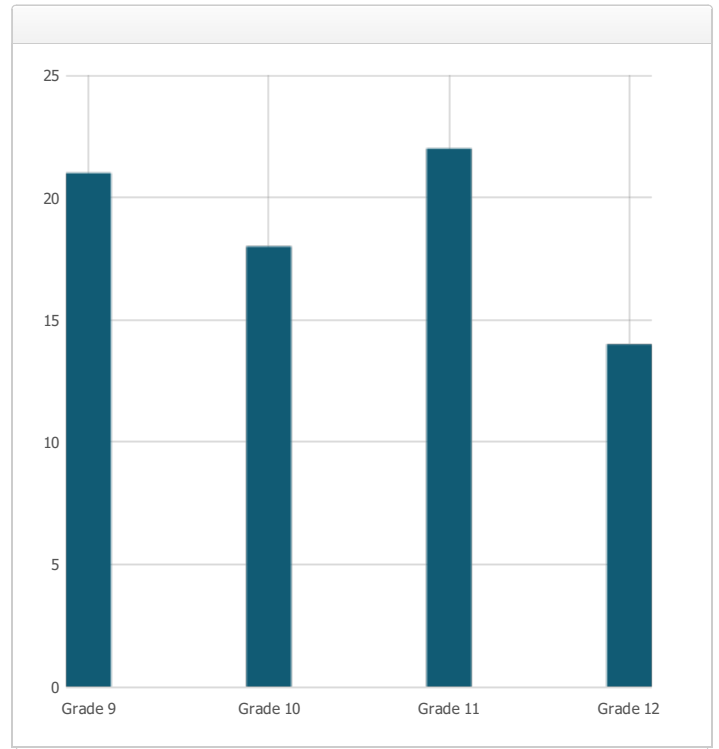
Prepared for Post-Secondary Choices - Students will leave our district with the knowledge and practical experience to be successful in college and in their chosen careers.

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

Last updated: 12/19/2014

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

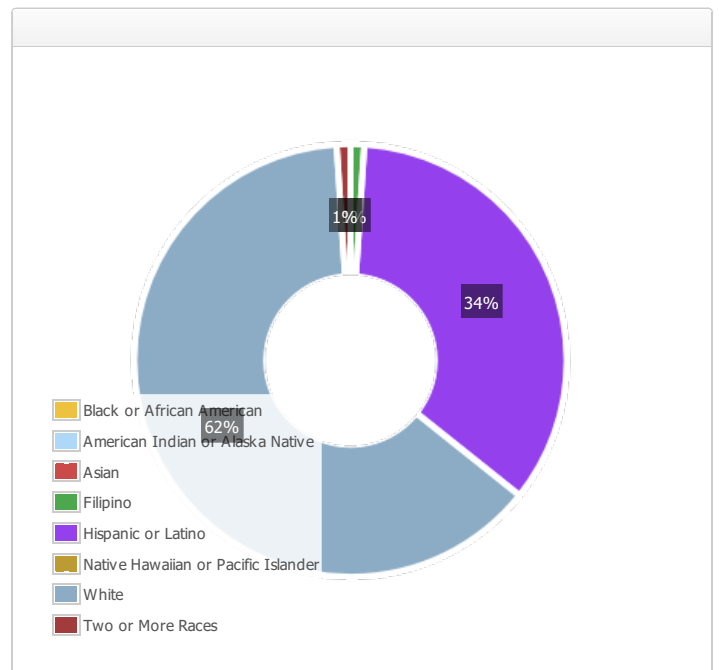
Grade Level	Number of Students
Grade 9	21
Grade 10	18
Grade 11	22
Grade 12	14
Total Enrollment	75



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	0.0
Asian	0.0
Filipino	1.3
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	0.0
White	62.7
Two or More Races	1.3
Socioeconomically Disadvantaged	85.3
English Learners	4.0
Students with Disabilities	6.7



Last updated: 12/19/2014

A. Conditions of Learning

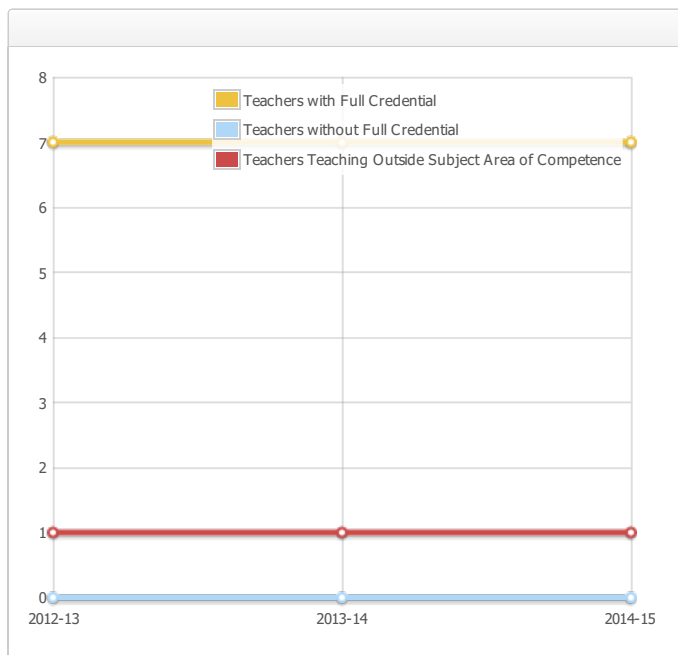
State Priority: Basic

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

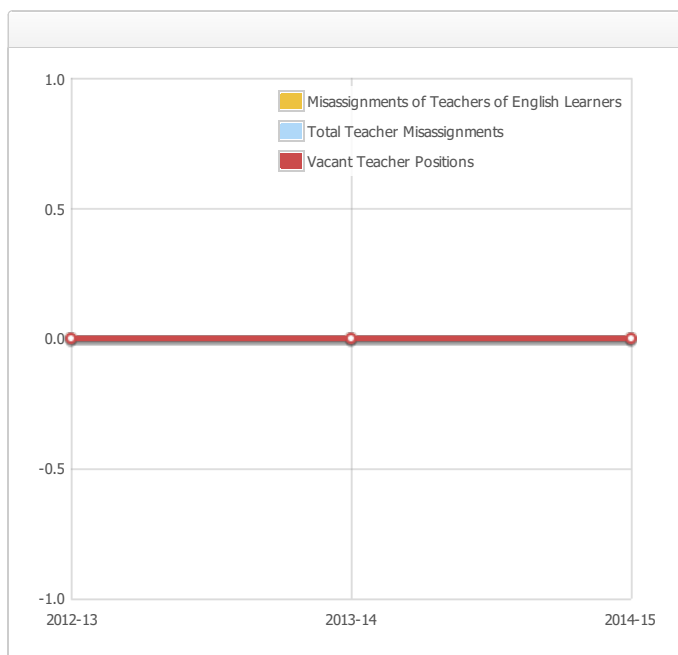
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	7	7	17
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1



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: 12/19/2014

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	100	1
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	50	50

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: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	9-12: McDougal Littell-2003	Yes	0.0
Mathematics	Houghton Mifflin Harcourt-BIG IDEAS Algebra 1 Houghton Mifflin Harcourt-BIG IDEAS Geometry Houghton Mifflin Harcourt-BIG IDEAS Algebra 2 Glencoe- PRECALCULUS	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-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 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 Bond funding. HVAC units were replaced in the computer and science building. A new culinary arts grill was installed using ROP grant funding. The new Gym and Pool project (Bond Funded) was completed and is currently in use.

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	HVAC unit Project Science.Computer Building completed
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Replace two doors on cafeteria building

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 12/19/2014

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)	11	29	27	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: 12/19/2014

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	27
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	29
Two or More Races	
Socioeconomically Disadvantaged	25
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	13%	23%	36%	39%	42%	46%	54%	56%	55%
Mathematics	8%	21%	11%	24%	25%	26%	49%	50%	50%
History-Social Science	21%	34%	29%	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: 12/19/2014

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	1	2	2
Similar Schools			

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

Last updated: 12/19/2014

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	36	12	31
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			
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: 12/19/2014

Career Technical Education Programs (School Year 2013-14)

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. Students are evaluated in the courses through grades, projects, portfolios, interviews, and work site evaluation.

In 2012-13 Maricopa High School implemented a "Linked Learning" Program. These four new Business/Entrepreneur Pathways* allow students to gain a career focus and set a pathway for college at the same time. Our pathways provide diverse career opportunities. Students can focus on one area through high school or explore different careers.

Maricopa High School offers Regional Occupation Classes (ROP) to support our student's career preparation. The district partners with West Side ROP to bring work-based learning opportunities to all Maricopa High students. 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:

- Culinary/Restaurant Food Service Pathway*
- Construction Pathway*
- Global Communications Pathway*
- STEM Pathway*
- Retail Marketing/Fashion/Photography (Taft ROP Campus)
- Law Enforcement (WSROP Campus)
- Photography (WSROP Campus)
- Office Practices (WSROP Campus)
- Auto Shop (WSROP Campus)

Last updated: 12/19/2014

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	78
Percent of pupils completing a CTE program and earning a high school diploma	14.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1.0

Last updated: 12/19/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	53.2
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

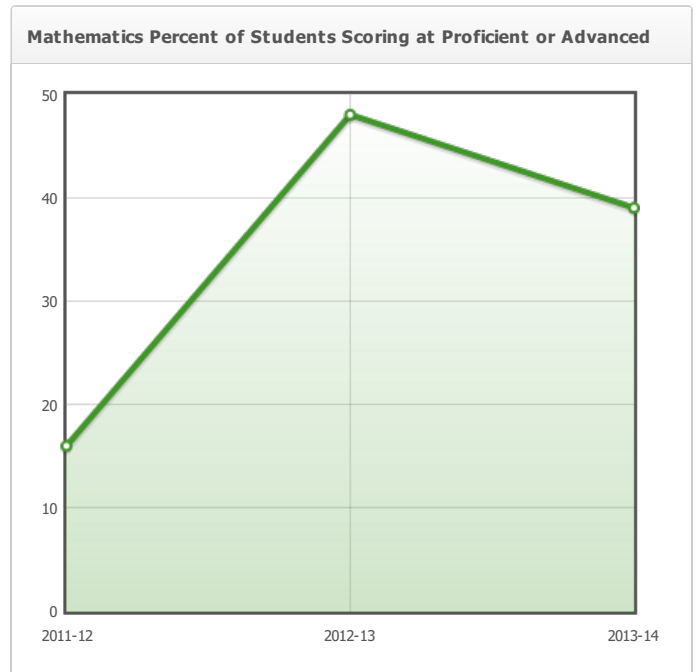
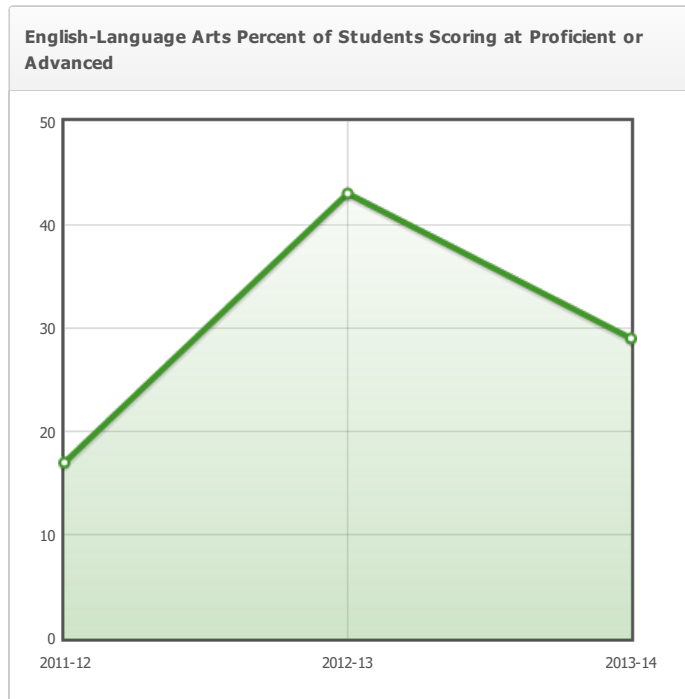
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	17%	43%	29%	17%	56%	52%	56%	57%	56%
Mathematics	16%	48%	39%	16%	38%	42%	58%	60%	62%

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: 12/19/2014

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	48%	31%	21%	58%	31%	10%
All Students at the School	71%	29%	N/A	61%	39%	N/A
Male	77%	23%	N/A	62%	38%	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	64%	36%	N/A	60%	40%	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	69%	31%	N/A	64%	36%	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 12/19/2014

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
9	18.2%	31.8%	50.0%

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.

Last updated: 12/19/2014

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. 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)
- LCFF/LCAP Budget Planning
- Parent Teacher Organization (PTO)
- Booster Club Organization
- Safety Committee

State Priority: Pupil Engagement

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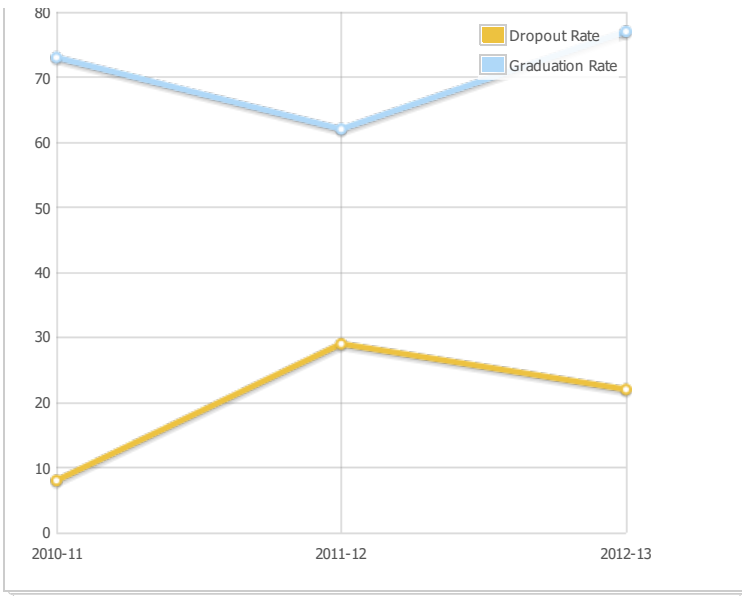
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	8.7	29.2	22.7	8.7	29.2	34.5	14.7	13.1	11.4
Graduation Rate	73.91	62.5	77.27	73.91	62.5	65.52	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/19/2014

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	95	77	84
Black or African American		57	75
American Indian or Alaska Native			77
Asian		100	92
Filipino			92
Hispanic or Latino	125	74	80
Native Hawaiian or Pacific Islander		100	84
White	87	84	90
Two or More Races			89
Socioeconomically Disadvantaged	87	83	82
English Learners			53
Students with Disabilities	100	50	60

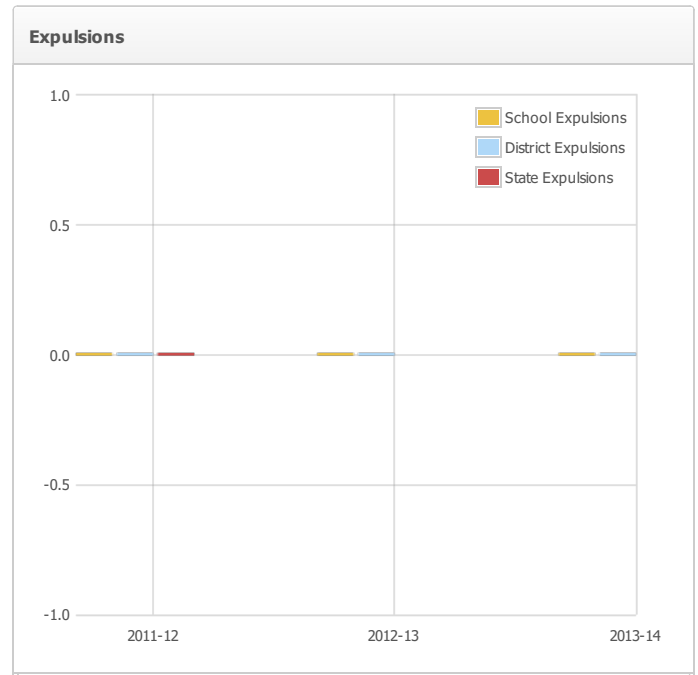
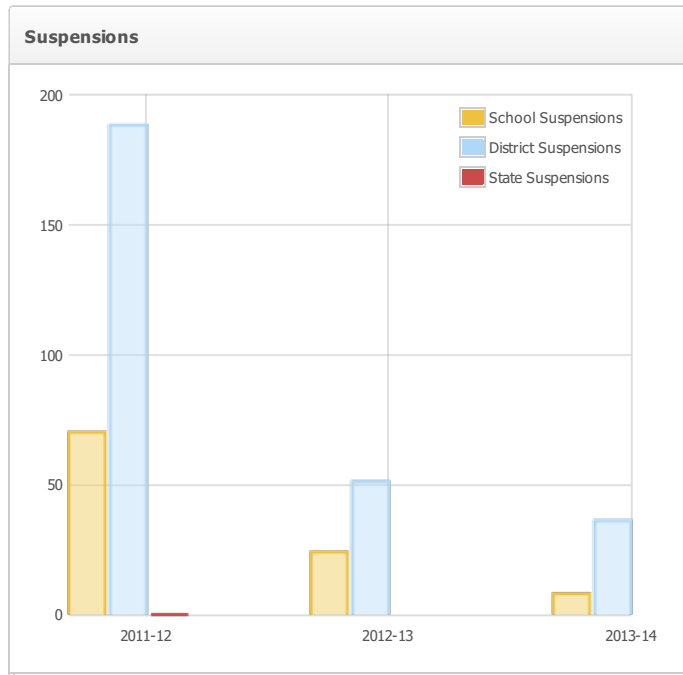
State Priority: School Climate

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	70.00	24.00	8.00	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, 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.

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: 12/19/2014

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	No	N/A
Met Participation Rate - English-Language Arts	No	N/A
Met Participation Rate - Mathematics	No	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met Graduation Rate	N/A	N/A

Last updated: 12/19/2014

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
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: 12/19/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8.9	11	0	0	5.0	15			10.0	8	1	
Mathematics	6.4	8	0	0	4.0	13			7.0	8		
Science	7.5	6	0	0	6.0	10			11.0	4	1	
Social Science	13.6	5	0	0	6.0	11			10.0	6		

* 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.

Last updated: 12/19/2014

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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	0.2	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: 12/19/2014

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10,604	\$2,024	\$8,580	\$51,233
District	N/A	N/A	\$8,580	\$52,130
Percent Difference – School Site and District	N/A	N/A	0.00%	2.90%
State	N/A	N/A	\$4,690	\$57,912
Percent Difference – School Site and State	N/A	N/A	1.80%	-11.60%

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

Last updated: 12/19/2014

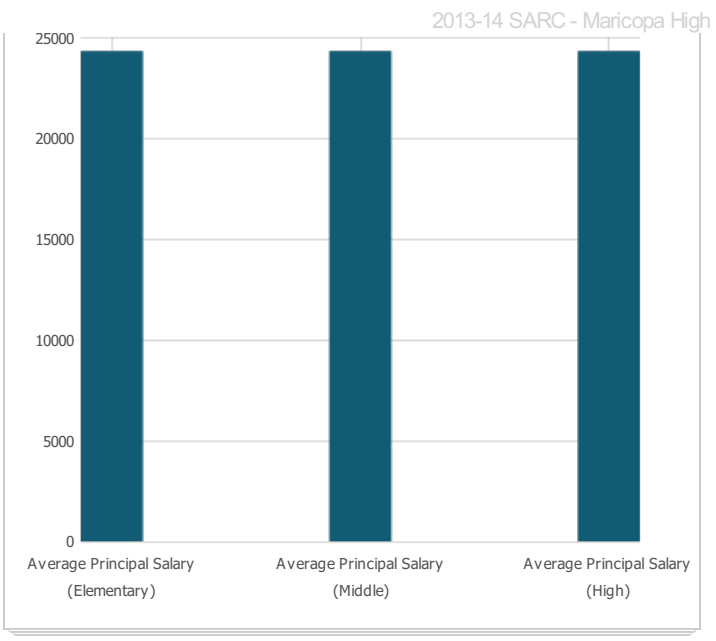
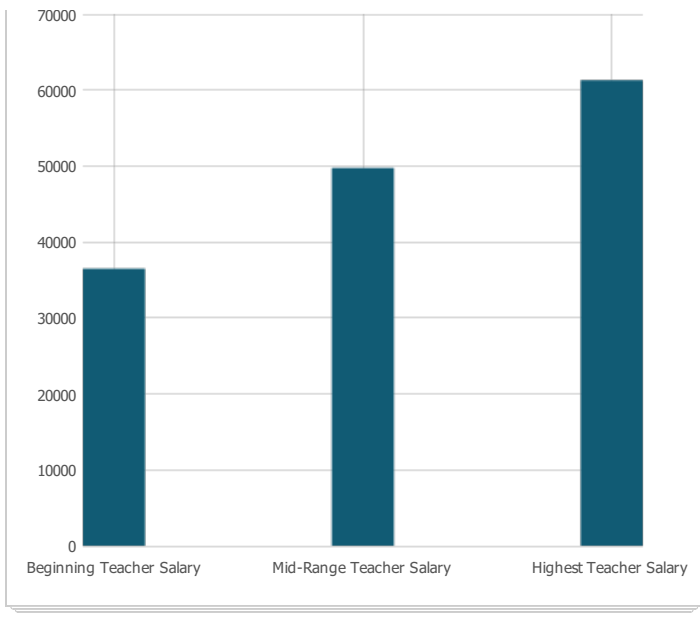
Teacher and Administrative Salaries (Fiscal Year 2012-13)

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: 12/19/2014

Advanced Placement Courses (School Year 2013-14)

Advanced Placement Courses are offered to Maricopa High School junior and senior students through our concurrent enrollment program with Taft Community College and/or with our CAVA Homeschooling online program courses.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

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

*Where there are student course enrollments.

Last updated: 12/19/2014

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