

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 Middle

About Our School

Maricopa Middle School encourages and celebrates high academic achievement for all students. In 2013-14 the school population consisted of approximately 90 sixth through eighth grade students with rich and diverse backgrounds. The middle school had three self-contained classrooms teaching all core subjects. Each student has access to a rigorous core curriculum in language arts, mathematics, science, social science, and P.E. The students also had a STEM/Computer/Art rotation for one period per day.

The staff at Maricopa Middle 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 Middle School. Most data presented in this report is 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.

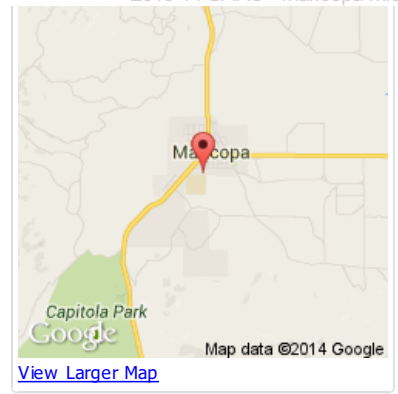
Superintendent

Contact



Maricopa, CA
93252

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



About This School

Contact Information - Most Recent Year

School	
School Name	Maricopa Middle
Street	955 Stanislaus St.
City, State, Zip	Maricopa, Ca, 93252
Phone Number	661-769-8231 ext. 202)
Principal	Dr. Scott Meier, Superintendent
E-mail Address	smeier@maricopaschools.org
Web Site	www.maricopaschools.org
County-District-School (CDS) Code	15636280122853

District	
District Name	Maricopa Unified
Phone Number	(661) 769-8231 (ext. 202)
Web Site	www.maricopaschools.org
Superintendent First Name	Scott
Superintendent Last Name	Meier
E-mail Address	smeier@maricopaschools.org

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 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.

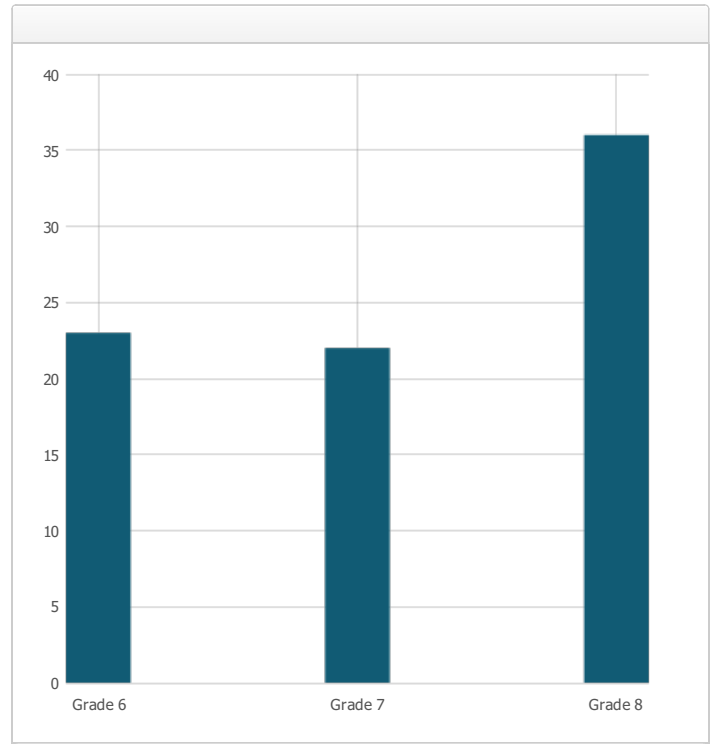
Prepared for Post-Secondary Choices - Students will leave our district with the knowledge and practical experience to be successful in college and in their chosen careers.

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)

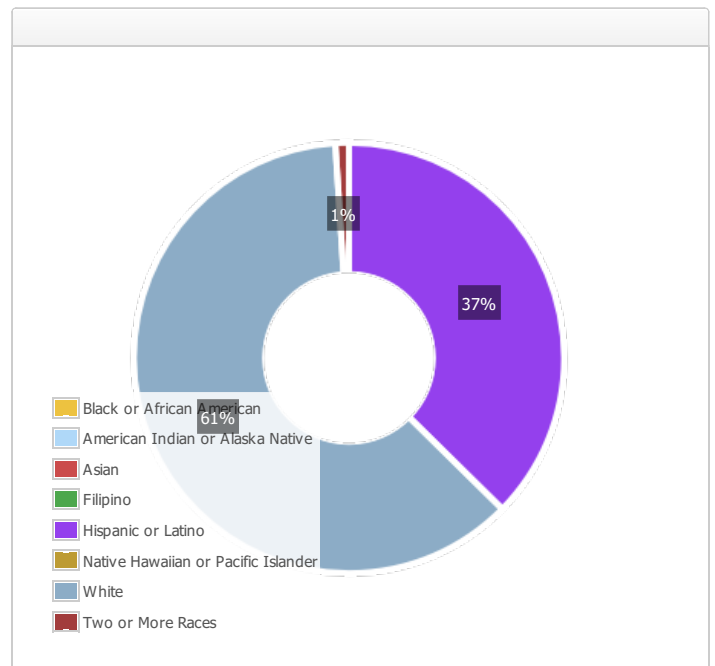
Grade Level	Number of Students
Grade 6	23
Grade 7	22
Grade 8	36
Total Enrollment	81



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	0.0
Hispanic or Latino	37.0
Native Hawaiian or Pacific Islander	0.0
White	61.7
Two or More Races	1.2
Socioeconomically Disadvantaged	91.4
English Learners	17.3
Students with Disabilities	11.1



Last updated: 12/19/2014

A. Conditions of Learning

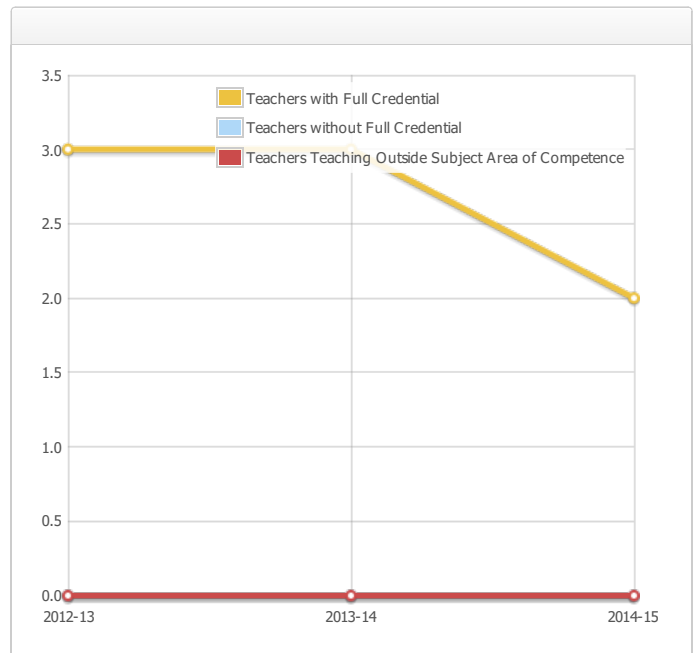
State Priority: Basic

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

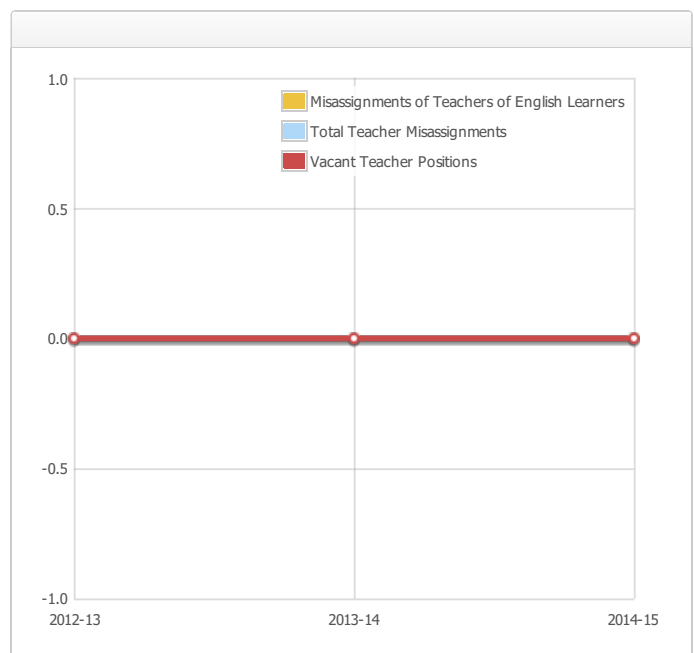
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	3	3	2	17
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



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: 12/19/2014

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	6-8: McDougal Littell-2000	No	0.0
Mathematics	6-8 Houghton Mifflin-GO Mathematics	Yes	0.0
Science	6-8: Holt-2006	Yes	0.0
History-Social Science	6-8: Holt-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)	Delta Science Kits for rotation course		0.0

Last updated: 12/19/2014

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 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 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.

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 at restroom hall area
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground resurfacing project of basketball/volleyball courts completed

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)	31	44	38	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	38
Male	36
Female	40
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	
White	48
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	35%	30%	34%	39%	42%	46%	54%	56%	55%
Mathematics	18%	29%	26%	24%	25%	26%	49%	50%	50%
History-Social Science	35%	28%	31%	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	2	1	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	B	-42	46
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			34
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)

Middle School students have a rotation class period each day for career preparation for STEM: science and technology related careers.

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
7	36.8%	42.1%	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

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

State Priority: Pupil Engagement

Last updated: 12/19/2014

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

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

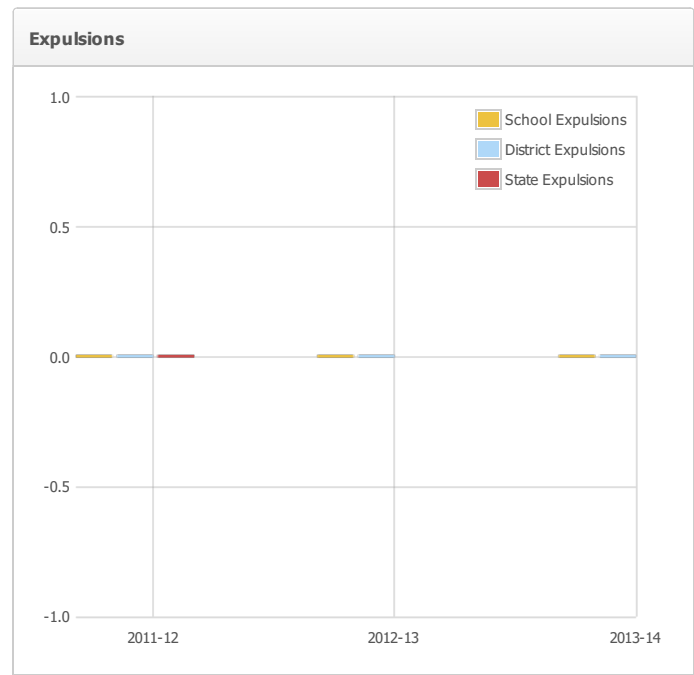
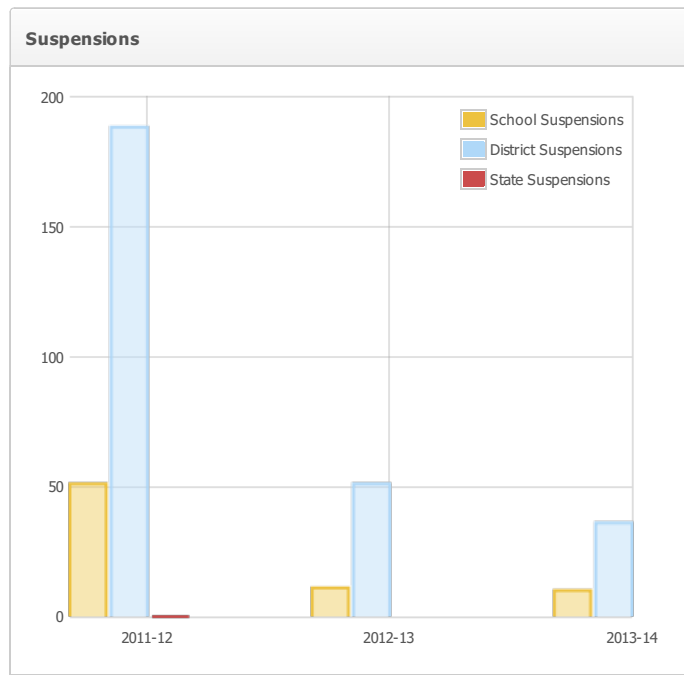
State Priority: School Climate

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	51.00	11.00	10.00	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: 12/19/2014

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	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: 12/19/2014

Federal Intervention Program (School Year 2014-15)

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	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 (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												
1												
2												
3												
4												
5												
6					12.0	9	6		10.0	11	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

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	17.5	6	0	0	19.0	3	4		11.0	10	2	
Mathematics	17.5	2	0	0	16.0	2	2		15.0	3	1	
Science	17.5	2	0	0	16.0	2	2		13.0	3	1	
Social Science	17.5	2	0	0	16.0	2	2		10.0	5	1	

* 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	0.1	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: 12/19/2014

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	\$49,425
District	N/A	N/A	\$8,580	\$49,759
Percent Difference – School Site and District	N/A	N/A	0.00%	-1.00%
State	N/A	N/A	\$4,690	\$57,912
Percent Difference – School Site and State	N/A	N/A	1.80%	-15.00%

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 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)
- 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: 12/19/2014

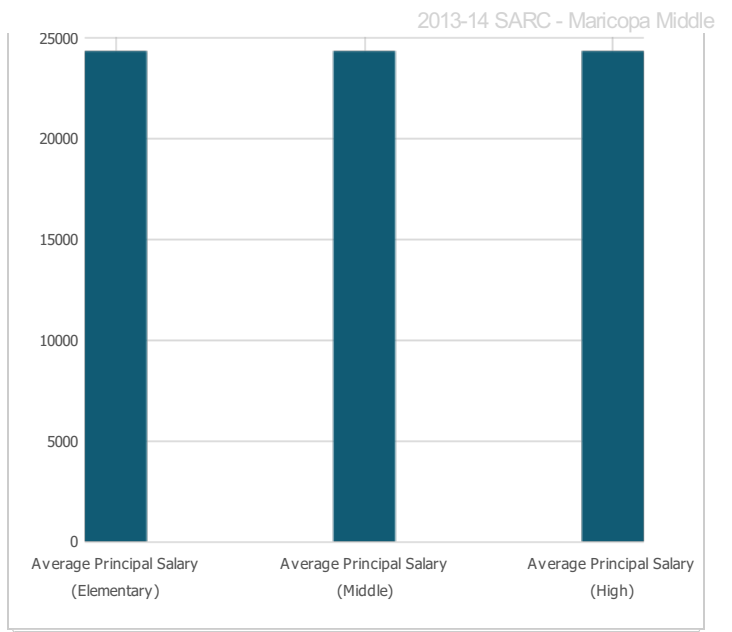
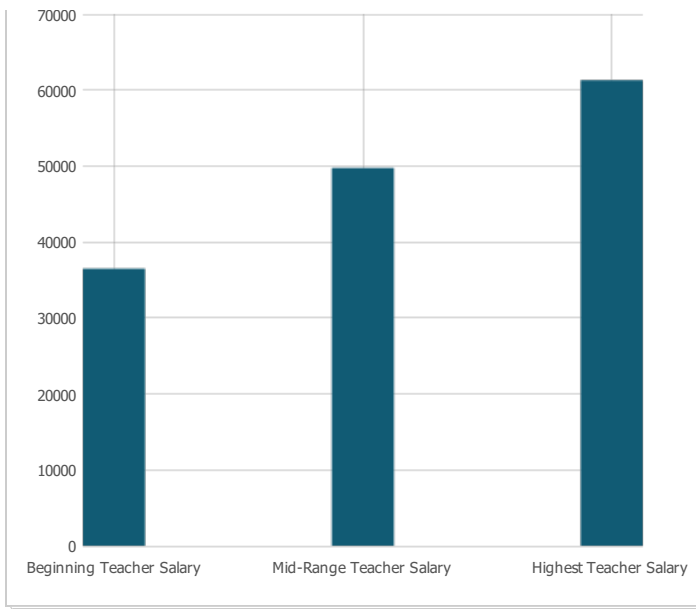
Teacher and Administrative Salaries (Fiscal Year 2012-13)

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

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