

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Dr. Scott Meier, Superintendent

 Principal, Maricopa High

About Our School

Maricopa High School encourages and celebrates high academic achievement for all students. In 2014-15, the school population consisted of approximately 85 ninth through twelve grade students. Maricopa High School is a small rural high school with a very long and rich heritage of 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 2014-15 school year. School finances and school completion data are reported for the 2013-14 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2015-16 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

Maricopa High

955 Stanislaus St.
Maricopa, CA 93252-8231

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Maricopa Unified
Phone Number	(661) 769-8231
Superintendent	Scott Meier
E-mail Address	smeier@maricopaschools.org
Web Site	www.maricopaschools.org

School Contact Information - Most Recent Year	
School Name	Maricopa High
Street	955 Stanislaus St.
City, State, Zip	Maricopa, Ca, 93252-8231
Phone Number	661-769-8231
Principal	Dr. Scott Meier, Superintendent
E-mail Address	smeier@maricopaschools.org
County-District-School (CDS) Code	15636281533843

Last updated: 1/6/2016

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 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
- Cityscapes – Construction
- Global City Graphics – 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.

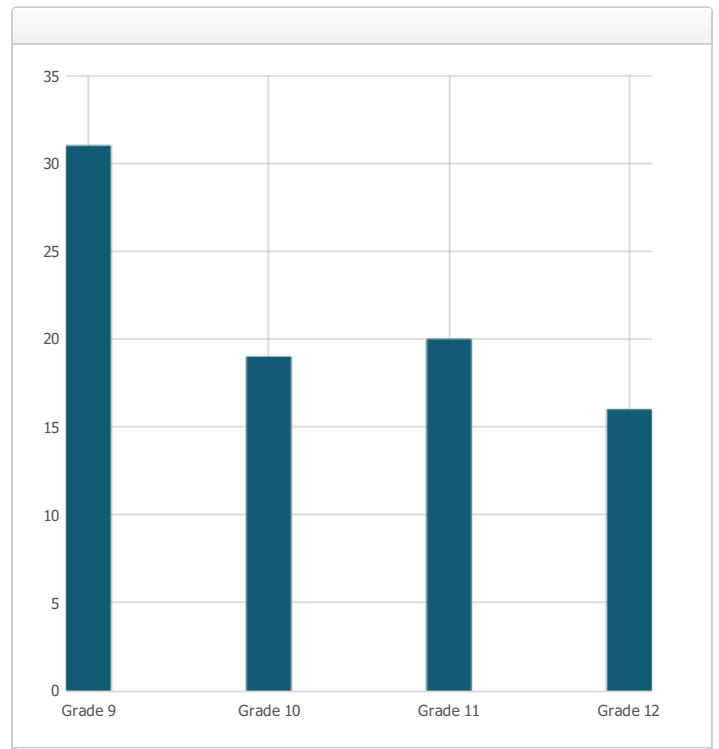
Prepared for Post-Secondary Choices - Students will leave our district with the knowledge and practical experience to be successful in college and in their chosen careers.

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

Last updated: 1/6/2016

Student Enrollment by Grade Level (School Year 2014-15)

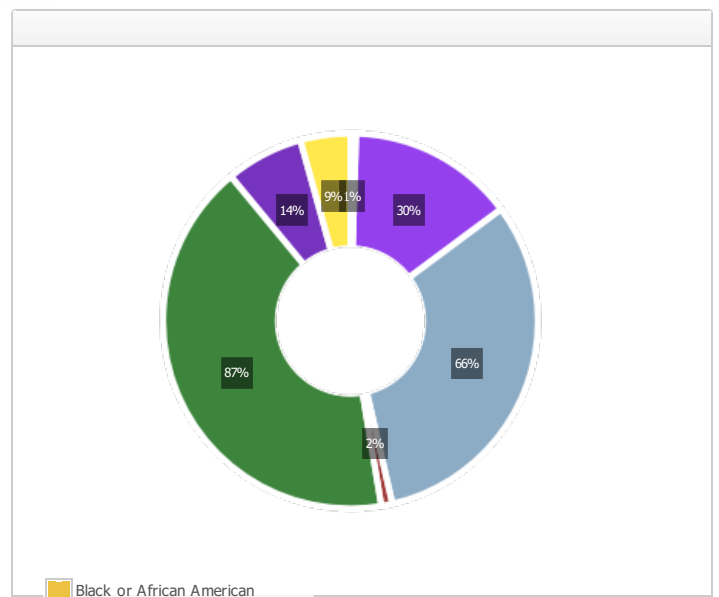
Grade Level	Number of Students
Grade 9	31
Grade 10	19
Grade 11	20
Grade 12	16
Total Enrollment	86



Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	30.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	66.3 %
Two or More Races	2.3 %
Socioeconomically Disadvantaged	87.2 %
English Learners	14.0 %
Students with Disabilities	9.3 %
Foster Youth	0.0 %



Last updated: 1/6/2016

A. Conditions of Learning

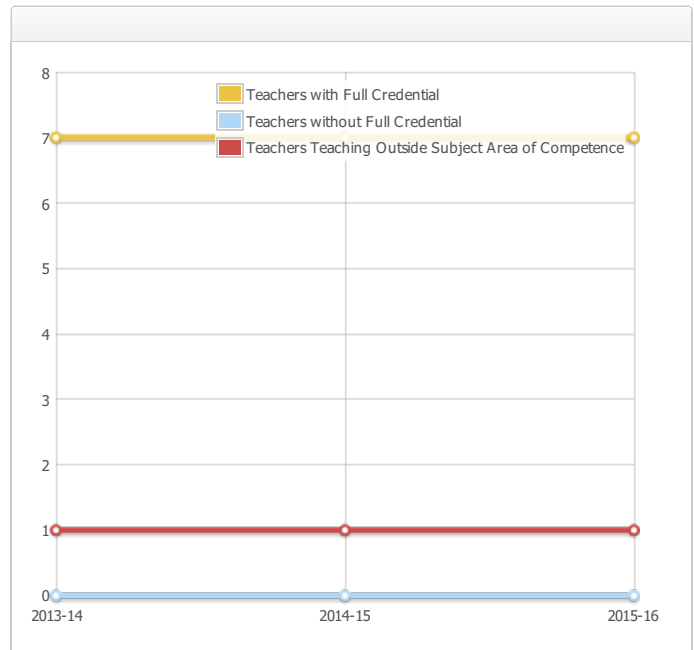
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

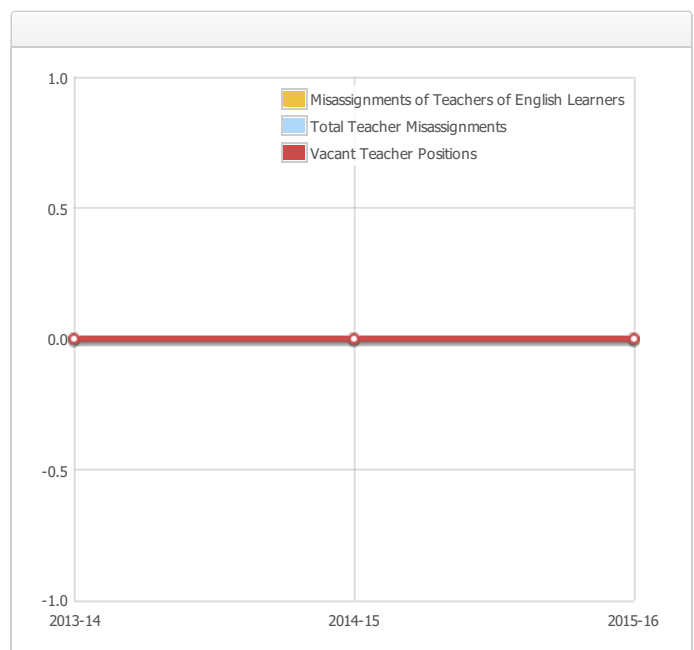
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	7	7	17
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	0



Last updated: 1/6/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/6/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	%
All Schools in District	100%	%
High-Poverty Schools in District	100%	%
Low-Poverty Schools in District	100%	%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH Collections-2015	Yes	0.0 %
Mathematics	Big Ideas Math-2015 (Algebra, Geometry, Algebra II) McGraw-Hill 2014 (Pre-Calculus) HMH-Transition to Algebra 2015 (Applied Algebra)	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 Lab Eqmpt (Grades 9-12)	Various Materials Used		0.0 %

Last updated: 1/6/2016

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 2015-16 school year many maintenance projects were completed including Phase IV of exterior painting of the school buildings.

Last updated: 1/6/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Exemplary
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Last updated: 1/6/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	6%	11%	44%
Mathematics (grades 3-8 and 11)	%	9%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	18	17	94.4%	41.0%	47.0%	6.0%	0.0%
Male	18	11	61.1%	45.0%	36.0%	9.0%	0.0%
Female	18	6	33.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	18	1	5.6%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	18	3	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	18	12	66.7%	33.0%	67.0%	0.0%	0.0%
Two or More Races	18	1	5.6%	--	--	--	--
Socioeconomically Disadvantaged	18	14	77.8%	36.0%	50.0%	7.0%	0.0%
English Learners	18	2	11.1%	--	--	--	--
Students with Disabilities	18	2	11.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	18	17	94.4%	88.0%	6.0%	0.0%	0.0%
Male	18	11	61.1%	82.0%	9.0%	0.0%	0.0%
Female	18	6	33.3%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	18	1	5.6%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	18	3	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	18	12	66.7%	100.0%	0.0%	0.0%	0.0%
Two or More Races	18	1	5.6%	--	--	--	--
Socioeconomically Disadvantaged	18	14	77.8%	86.0%	7.0%	0.0%	0.0%
English Learners	18	2	11.1%	--	--	--	--
Students with Disabilities	18	2	11.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	29%	26%	5%	35%	33%	11%	59%	60%	56%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	11%
All Students at the School	5%
Male	8%
Female	--
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	6%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

Career Technical Education Programs (School Year 2014-15)

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 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: 1/6/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	86
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	17%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1%

Last updated: 1/6/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	98.8%

State Priority: Other Pupil Outcomes

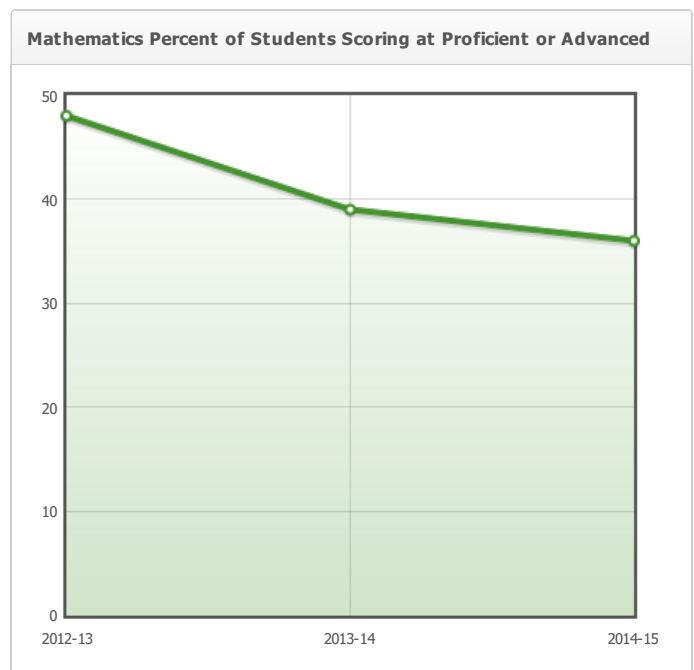
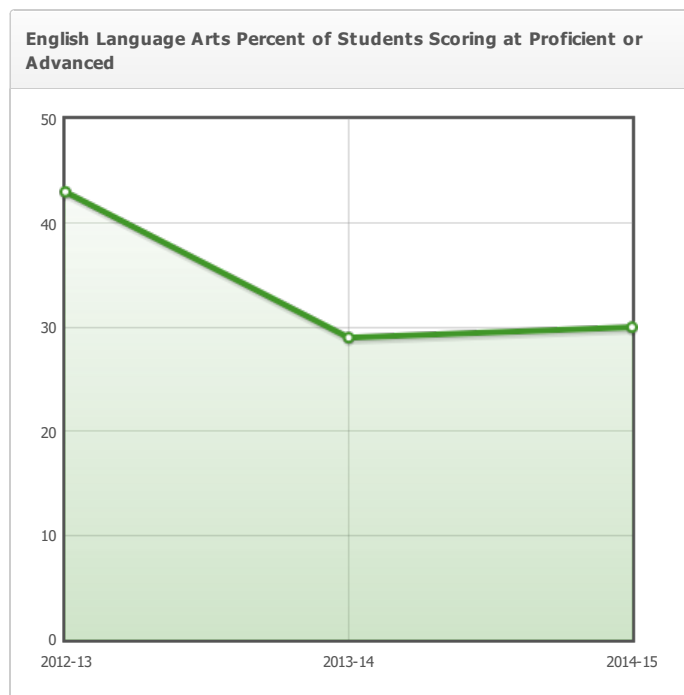
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	43%	29%	30%	56%	52%	52%	57%	56%	58%
Mathematics	48%	39%	36%	38%	42%	40%	60%	62%	59%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/6/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student 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%	27%	25%	60%	29%	11%
All Students at the School	70%	15%	15%	64%	23%	14%
Male	77%	15%	8%	64%	21%	14%
Female	%	%	%	%	%	%
Black or African American	%	%	%	%	%	%
American Indian or Alaska Native	%	%	%	%	%	%
Asian	%	%	%	%	%	%
Filipino	%	%	%	%	%	%
Hispanic or Latino	%	%	%	%	%	%
Native Hawaiian or Pacific Islander	%	%	%	%	%	%
White	67%	25%	8%	79%	14%	7%
Two or More Races	%	%	%	%	%	%
Socioeconomically Disadvantaged	80%	13%	7%	71%	24%	6%
English Learners	%	%	%	%	%	%
Students with Disabilities	%	%	%	%	%	%
Students Receiving Migrant Education Services	%	%	%	%	%	%
Foster Youth	%	%	%	%	%	%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	52.2%	30.4%	13%

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: 1/6/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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

Last updated: 1/6/2016

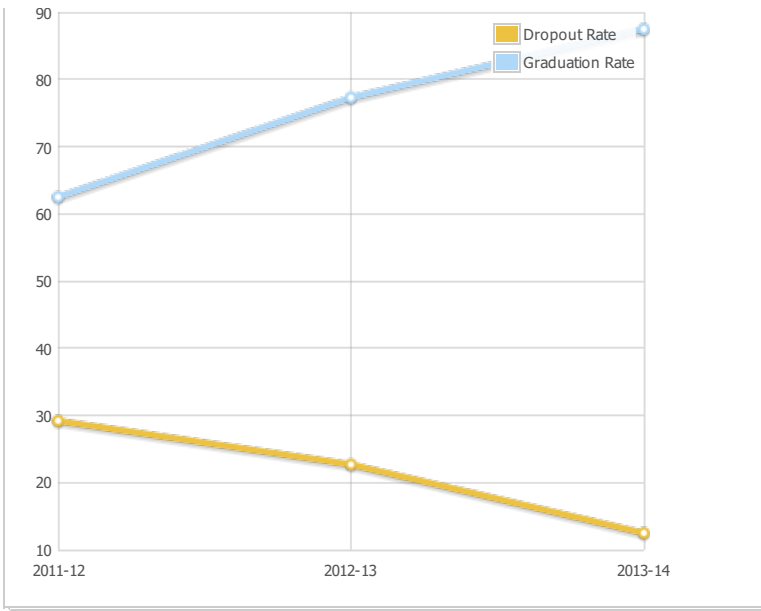
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	29.2%	22.7%	12.5%	29.2%	34.5%	39.1%	13.1%	11.4%	11.5%
Graduation Rate	62.50	77.30	87.50	0.00	65.50	60.90	78.87	80.44	80.95

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



Last updated: 1/6/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	100	81	
Black or African American			76
American Indian or Alaska Native	100	93	78
Asian			93
Filipino	100	79	96
Hispanic or Latino	100	200	81
Native Hawaiian or Pacific Islander		73	84
White	84	85	90
Two or More Races	67		83
Socioeconomically Disadvantaged			81
English Learners	100		51
Students with Disabilities	100	100	61
Foster Youth			

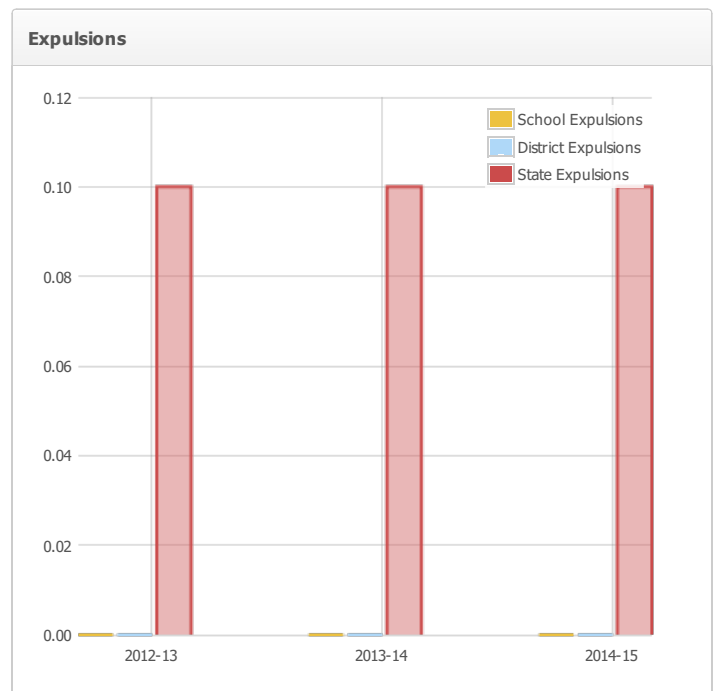
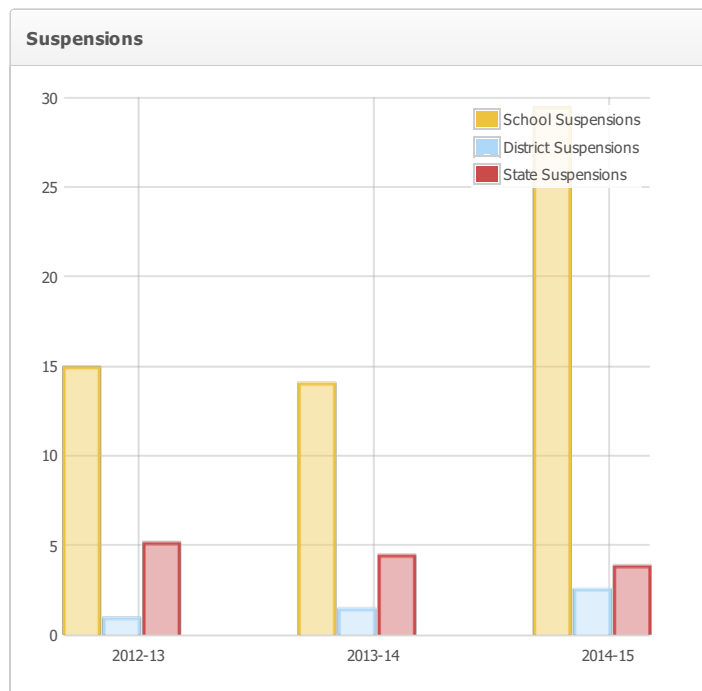
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	14.9	14.0	29.4	0.9	1.4	2.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/6/2016

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.

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 2014-15)

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

Last updated: 1/6/2016

Federal Intervention Program (School Year 2015-16)

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	66%

Note: Cells with NA values do not require data.

Last updated: 1/6/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	18.2	4			20.0	3	1		22.0	3	1	
Mathematics	7.8	5			9.1	6			8.3	8		
Science	9.2	5			13.7	3	1		16.5	3	1	
Social Science	16.2	4			16.7	4			17.0	4		

* 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: 1/7/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	86.0
Counselor (Social/Behavioral or Career Development)	0.3	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		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.1	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: 1/6/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,423	\$531	\$8,892	\$50,220
District	N/A	N/A	\$9,919	\$50,766
Percent Difference – School Site and District	N/A	N/A	89%	99%
State	N/A	N/A	\$5,348	\$59,460
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/6/2016

Types of Services Funded (Fiscal Year 2014-15)

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:

- LCFF Funding
- ROC/P Entitlement (Flexed)
- Common Core Implementation Grant
- Instructional Materials
- Special Education Master Plan
- Home-to-School Transportation Federal,
- Special Education
- Rural Education Achievement Program (REAP)

Last updated: 1/6/2016

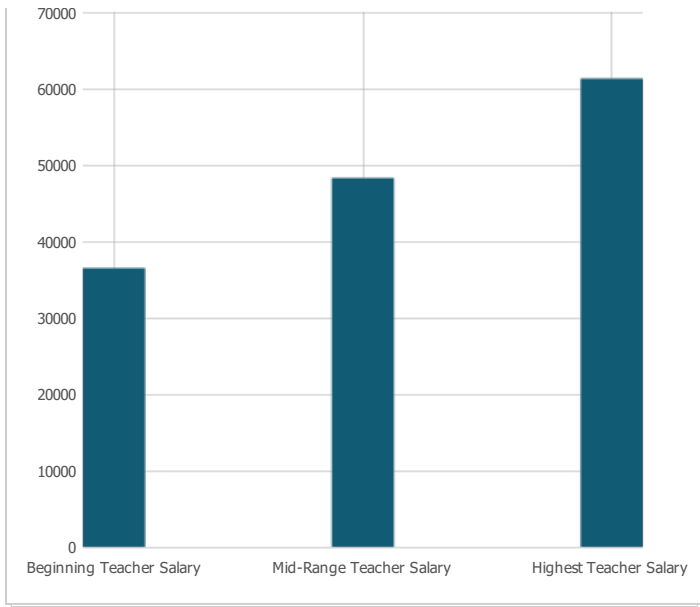
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,492	\$38,953
Mid-Range Teacher Salary	\$48,286	\$57,103
Highest Teacher Salary	\$61,306	\$74,127
Average Principal Salary (Elementary)	\$25,037	\$90,225
Average Principal Salary (Middle)	\$25,037	\$98,146
Average Principal Salary (High)	\$25,037	\$97,758
Superintendent Salary	\$50,075	\$117,803
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	2%	7%

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: 1/6/2016

Advanced Placement Courses (School Year 2014-15)

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		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses	--	--

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/6/2016

Professional Development – Most Recent Three Years

During the 2013-14/2014-15/2015-16 school years, teachers have been involved in staff development and training on "Late-start Thursdays." On most Thursdays, students arrive at school 75-90 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), ELA/ELD Strategies, and the implmentation of the newly purchased Mathematics and Language Arts textbooks and materials.

Last updated: 1/6/2016