Maricopa Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Maricopa Elementary School
Street	955 Stanislaus St.
City, State, Zip	Maricopa, Ca, 93252-8231
Phone Number	661-769-8231
Principal	Scott Meier, Ed.D., Superintendent
Email Address	smeier@musd.email
Website	maricopaschools.org
County-District-School (CDS) Code	15636286009740

Entity	Contact Information
District Name	Maricopa Unified School District
Phone Number	(661) 769-8231
Superintendent	Scott Meier, Ed.D.
Email Address	smeier@musd.email
Website	maricopaschools.org

School Description and Mission Statement (School Year 2019-20)

Maricopa Unified School District has embarked on a mission to revitalize the district by adopting a new overarching strategic plan to unify and provide common direction for the district's elementary, middle, and high school. After exploring future trends for the year 2030 and beyond, analyzing student, community, and staff surveys and input, the staff cooperatively arrived at a focus on future Technology, Engineering, Arts, Mathematics, and Science (TEAMS)! This will help our current and future students to be prepared for participation in a changing global economy that extends far beyond the boundaries of their local community experience. A Visioning Task Force (teachers, classified staff, parent, administration, Board member) was assembled and met for two full-day meetings to discuss the TEAMS concept. The task force decided on a motto of, Maricopa Unified School District-Powered by TEAMS to guide, the T.E.A.M.S. approach. The Task Force developed a draft strategic plan based future trends to meet the needs of students and the community for the year 2030 and beyond. The Task Force reviewed, evaluated, and modified the district's Vision, Mission Statements, and Tenets with the new TEAMS focus.

OUR VISION (Promise for Tomorrow-2030 and Beyond)
Maricopa Schools are TEAMS of adaptive learners, ready for future challenges and careers. Using Technology, Engineering, Arts, Mathematics, and the Sciences (TEAMS), our students will solve real-world problems. Through project-based learning, students are engaged, self- motivated, and self-directed. Students will gain technical expertise, balanced with collaborative communication skills to meet the everchanging demands of the future.

Staff are facilitators in learning to support student achievement in all curriculum areas. Staff enhance technology competence by working with students to design high content, engaging, and satisfying student work. This supports the project-based learning involving TEAMS philosophies. Staff provides opportunities for students to create learning interests through content curriculum integration and connections.

OUR MISSION (Promise for Today)
The mission of the Maricopa Unified School District is to work in partnership with parents, students, and the community to provide an increasingly rigorous educational program. A caring and nurturing environment of belonging, promotes self-motivation, self-efficacy, and lifelong learning that will prepare students for the academic and technical expectations of higher education and industry.

OUR TENETS (Promise of our Commitment)
M-A-R-I-C-O-P-A USD is committed to support:

Motivated Students
Students will be self-motivated and excited to research and apply subject knowledge through innovative Technology, Engineering, Arts, Mathematics, and Science (TEAMS) teaching strategies.

Academic Success
Students will receive a personalized support program to ensure success in core curriculum content and future career exploration.

Rigor
Students are encouraged to apply critical thinking skills to identify and solve challenging real-world problems to meet rigorous state standards.

Intelligence
Students will foster different types of learning modalities to build intelligence and be well-rounded intellectually.

Collaborative Communication
Students will collaborate, express, and defend ideas using a variety of different communication techniques in a TEAMS environment.

Organized Students
Students will be challenged to manage materials and be prepared to take ownership of their own learning, strategically and intentionally, to become self-directed learners.

Prepared for College, Career, and Life Choices
Students will progress through their educational career with the knowledge and practical experience to be successful for college and future career/life choices.

Accountable Learners
Students will be accountable for their learning and actions to become self-reliant and self-motivated life-long learners.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	33
Grade 1	27
Grade 2	15
Grade 3	24
Grade 4	24
Grade 5	22
Total Enrollment	145

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.8
Asian	0
Filipino	0
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	0
White	53.1
Two or More Races	2.8
Socioeconomically Disadvantaged	89.7
English Learners	24.8
Students with Disabilities	11
Foster Youth	0.7
Homeless	2.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	8	6	18
Without Full Credential	0	0	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th: McGraw Hill-Wonders-2017	Yes	0.0
Mathematics	K-5th: Houghton Mifflin Harcourt-Go Math-2015	Yes	0.0
Science	K-5th: Houghton Mifflin Harcourt-2006 // Piloting New Science Textbooks & Materials	Yes	0.0
History-Social Science	K-5th: Pearson-My World-2018	Yes	0.0
Health	Embedded in Science		0.0
Visual and Performing Arts	"Art Attacks" Video-Based Instruction		0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 2018 many maintenance projects were completed including exterior painting of the school buildings and other needed facility repair/upgrades.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/16/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Old Gym HVAC not in working order-New gym built
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	A new Cafeteria/Kitchen has been built.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	17	21	35	36	50	50
Mathematics (grades 3-8 and 11)	12	11	15	15	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	63	94.03	5.97	20.63
Male	34	31	91.18	8.82	16.13
Female	33	32	96.97	3.03	25.00
Black or African American					
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino	28	26	92.86	7.14	19.23
Native Hawaiian or Pacific Islander					
White	37	35	94.59	5.41	20.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	62	58	93.55	6.45	20.69
English Learners	21	20	95.24	4.76	20.00
Students with Disabilities	14	12	85.71	14.29	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	63	94.03	5.97	11.11
Male	34	31	91.18	8.82	12.90
Female	33	32	96.97	3.03	9.38
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	28	26	92.86	7.14	11.54
Native Hawaiian or Pacific Islander					
White	37	35	94.59	5.41	8.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	62	58	93.55	6.45	12.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	21	20	95.24	4.76	10.00
Students with Disabilities	14	12	85.71	14.29	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	30.0	25.0	40.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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

Maricopa Elementary 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 student assemblies, and other special events. We believe that teachers cannot educate children alone without the active support and involvement of parents and community members.

The Maricopa Unified School District 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:

* Back to School & Open House Events

* Parent/Student AVID Nights (ELA/Math/Sci)
   • LCAP Input Sessions
   • School Site Council (SSC)/ English Language Advisory (ELAC)
   • Parent Teacher Organization (PTO)
   • Safety Committee

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.2	1.1	7.3	0.6	0.2	0.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A Safe School Plan has been developed for the school district, which is reviewed and updated annually by March 1 by the administration, staff, 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.

Key Elements:
Emergency Numbers
Fire
Explosions
School Crime
Child Abuse Reporting
Dress Code
Safe Ingress/Egress
Earthquake
Active Intruder
Lockdown
Bomb Threat
Dangerous Pupils
Suspension / Expulsion
Harassment/Antibullying

The District has monthly fire drills, bi-annual earthquake/evacuation drills, and intruder drills. Staff attend training 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.
The District has implemented a Positive Behavior Intervention System (PBIS) program called "Time to Teach." Each year all staff members are trained in the program strategies for district-wide consistent implementation for student management. Administration and staff deal with campus student management in a firm, fair and consistent manner. Each situation is considered important and is dealt with in a timely manner. Being a small campus, 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	14	2			12	3			11	3		
1	13	1	1		9	2			14	1	1	
2	12	1	1		7	1			15	1		
3	22		1		13	2			12	2		
4	28		1		12	1	1		24		1	
5	13	1	1		13	1	1		11	1	1	
Other**					16	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	145

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.3
Psychologist	.1
Social Worker	0
Nurse	.03
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.08

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$$14, 030.565,	$3,801.22	$10,229.34	$55,893
District	N/A	N/A	$9,516.79	$54,405.07
Percent Difference - School Site and District	N/A	N/A	7.2	2.7
State	N/A	N/A	$7,506.64	$64,732.00
Percent Difference - School Site and State	N/A	N/A	30.7	-14.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to LCFF State, Maricopa Unified School District receives State and Federal funding for the following categorical, special education, and support programs:
- Instructional Materials-Lottery
- Special Education Master Plan
- Home-to-School Transportation
- Federal, Special Education
- Rural Education Achievement Program (REAP)
- Title I
- Title II
- Title III
- Title IV

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,600	$43,574
Mid-Range Teacher Salary	$63,032	$63,243
Highest Teacher Salary	$78.510	$86,896
Average Principal Salary (Elementary)	$33,182	$103,506
Average Principal Salary (Middle)	$33,182	$108,961
Average Principal Salary (High)	$33,182	$108,954
Superintendent Salary	$42,663	$136,125
Percent of Budget for Teacher Salaries	21%	30%
Percent of Budget for Administrative Salaries	1%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Based on data analysis, Root Cause analysis, and action planning, during the 2017-18, 2018-19 and 2019-20 school years, teachers and staff have been involved in staff development and training on professional development days and "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 teachers and staff have been trained in:

- PBIS - "Time to Teach" program
- Effective Direct Instruction (EDI)
- iReady benchmark assessment and RtI Differentiated Instruction
- English-Language Development (ELD) Strategies
- Technology Strategies
- Common Core Standard ELA, Math, Social Studies, and Science Textbooks and Strategies
- School Improvement Planning
- Higher Order Thinking Skills (DOK Level)
- AVID Training
- Science Training
- Deep Lesson Planning