

Maricopa Unified School District

MARICOPA ELEMENTARY SCHOOL

2001-2002 School Accountability Report Card

Barry Lindaman
Superintendent/Principal
Grades Kindergarten through Eighth



955 Stanislaus
Maricopa, CA 93252
(661) 769-8231

2001-2002 Governing Board

Rebecca Ashcraft
Rene Adamo
Alberta Stubblefield
Donna Hamblin
Gail Bullard

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Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We are proud of Maricopa Elementary School and welcome this opportunity to tell you more about us.

Maricopa Elementary School has an ongoing tradition of improving academic excellence. We celebrate and encourage high academic achievement of all of our students and staff. The school population consists of students and staff with rich and diverse backgrounds. The students, parents, staff, and community have great opportunities to join together in order to assure success for all students.

The staff at Maricopa Elementary School believes each child can learn and is unique and deserving of a rich education environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Our goal is for every student to be a reader by the end of third grade.

The hard working staff is both skilled and dedicated 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 really care about each one of our students.

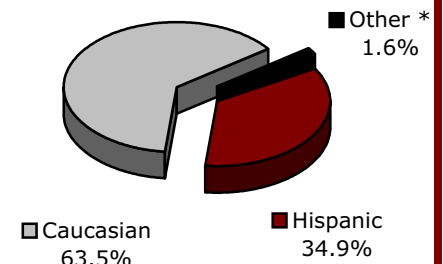
Maricopa Elementary School prides itself involving the parents and community members in every aspect of our school. We welcome parent visitors on our campus for many different reasons including Parent Visitation Days, Assemblies, and other special events. We believe that teachers cannot educate children alone without the active support and involvement of parents, community members. We are very proud of our fine traditions at Maricopa Elementary School.

Community & School Profile

Maricopa Elementary School is located approximately 45 miles southwest of Bakersfield in Kern County. The school serves approximately 255 students in grades kindergarten through eight for the Maricopa Unified School District.

Curriculum at Maricopa Elementary School is based on improving reading and math skills. Maricopa Elementary School supports cultural awareness on a daily basis and through its diverse literature selections.

Ethnicity



* Other includes: African American (0.4%), Asian (0.4%), Filipino (0.4%), and "Multiple or No Response" (0.4%).

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.

Discipline & Climate for Learning

At Maricopa Elementary School we believe that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Maricopa Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of Maricopa Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the parent handbook, teachers' newsletters, and weekly reminders from the school.

Maricopa Elementary School has expelled one student in the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Maricopa Elementary		
	00	01	02
Suspensions (#)	71	32	42
Suspensions (%)	18.5	8.5	11.7
Expulsions (#)	1	0	0
Expulsions (%)	0.3	0.0	0.0

Recognition Programs

Maricopa Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. During monthly Flag Ceremonies, students are recognized for Good/Perfect Attendance, Student of the Month, Citizen of the Month, and Honor Roll.

Extracurricular Activities

Maricopa Elementary School recognizes that extracurricular activities enrich the experiences of students. The District encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program.

During the 2001-2002 year, extracurricular activities included: Karate, Girl Scouts, and a monthly art and crafts activity sponsored by the PTA.

Sixth through eighth grade students may participate in Maricopa Elementary School's interscholastic athletic program.

The following sports were sponsored during the 2001-2002 school year:

- Flag Football
- Soccer
- Track and Field
- Boys' and Girls' Basketball
- Volleyball
- Softball

Homework

At Maricopa Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Tutoring is available in the library four times a week after school. Students needing assistance in reading and math may spend up to 75 minutes working with a certificated teacher.

School Attendance & Enrollment

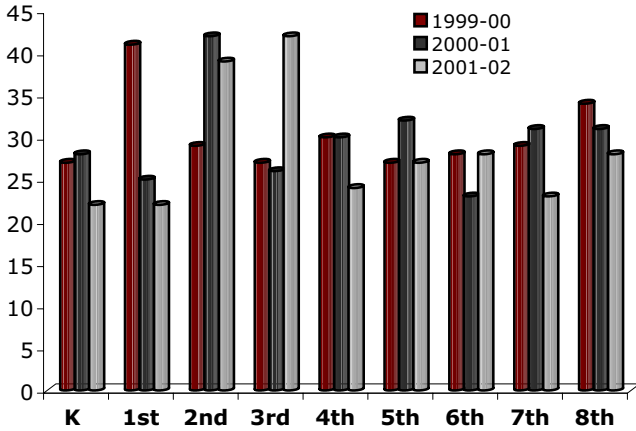
School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Maricopa Elementary School.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-2002 school year, the average attendance rate for all grade levels at Maricopa Elementary School was 93.05%.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

The school monitors student attendance very closely; phone calls are made to parents on a daily basis, and letters are sent home if absences become a problem. Maricopa Elementary School encourages regular attendance by giving out periodic awards for perfect attendance.

Enrollment Trend By Grade Level



Class Size

Maricopa Elementary School maintained a schoolwide average class size of 19.7 students and a pupil-to-teacher ratio of 18-to-1 for the 2001-2002 school year. The pupil-to-teacher ratio varies by grade level taught.

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Maricopa Elementary School implemented CSR for grades first through third in 1996-97; at the beginning of the 2001-2002 school year 100% of all first through third grade classrooms participated in this program.

Class Size Distribution

Number of Classrooms by Size

Average Class Size	1-20			21-32		
	00	01	02	00	01	02
K	27	28	22			
1st	19	17	15	2	1	1
2nd	17	16	18	1	2	1
3rd	14	17	18	2	1	2
4th	30	21	24		1	1
5th	27	32	27		1	1
6th	28	23	28		1	1
7th			23			1
8th			15			1
K-3rd	16	18		1	2	
3rd-4th			13			1
4th-8th			18			2

Minimum Days & Instructional Minutes

For the 2001-2002 school year, Maricopa Elementary School offered 180 days of instruction comprised of 174 regular days and six minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional minute requirements at Maricopa Elementary School exceeded the state's minimum requirements.

Instructional Minutes by Grade Level

	Minutes Required	Actual Minutes
K-1st	36,000	55,155
2nd	50,400	56,050
3rd-5th	50,400	56,155
6th	54,000	61,503
7th	54,000	62,398
8th	54,000	64,890

Teacher Assignment

Maricopa Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-2002 school year, Maricopa Elementary School had 11 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	00	01	02
Fully Credentialed	9	7	11
Emergency Credentials	5	7	3
Interns	0	0	3
Waivers	0	0	0
Total Teachers	14	14	14

Average Years Teaching 10.1 9.9 10.4
 Average Years in District 8.6 8.5 8.9

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Maricopa Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2001-2002 school year, certificated staff consisted of 14 employees, including administration: 36% with 30+ additional units beyond their Bachelor's degree and 7% holding advanced graduate degrees such as a Master's or Doctorate degree.

Substitute Teachers

The Kern County Superintendent of Schools provides a list of qualified substitutes available in Kern County. Currently, there are 34 people on that list who indicate that they are available to substitute in the Maricopa area. Many are Westside valley residents the district uses regularly. Substitutes are readily available if the secretary who arranges for them gets enough foreknowledge of the need for a substitute. Many times substitutes are not available on short notice. When substitutes are not available, other teachers and/or administrators cover for the missing teachers in the classroom.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Maricopa Elementary School. Assessments used in the elementary school include curricular assessments, Reading Results (grades K-3), English Proficiency Assessments (grades 6-8), Standards-based assessments, and the California English Language Development Test (CELDT). The CELDT is a language (oral and written) and reading assessment for English Language Learners.

Standardized State Testing

Maricopa Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course; and the SABE is an alternate assessment for Spanish-speaking students who have been in California less than one year.

SAT-9 Results																					
% At or Above 50th Percentile																					
	2			3			4			5			6			7			8		
	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
Reading																					
Maricopa Elementary	50	28	53	25	26	30	23	41	26	28	29	21	23	22	23	18	32	25	42	29	35
Kern County	45	45	46	39	41	41	38	40	40	37	38	38	40	41	40	40	43	42	45	46	46
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48	46	48	48	49	50	49
Math																					
Maricopa Elementary	50	30	55	38	39	63	16	24	43	40	31	19	19	39	31	9	32	35	36	13	39
Kern County	54	54	56	53	55	55	44	47	49	44	48	48	51	52	53	43	46	46	44	46	46
California	57	58	62	56	59	62	51	54	58	50	54	57	55	57	60	48	50	52	48	49	50
Language																					
Maricopa Elementary	43	38	57	39	32	50	30	36	48	48	29	27	26	28	42	18	52	50	37	26	43
Kern County	48	48	49	43	46	46	44	47	48	44	46	46	47	49	50	47	51	51	46	47	47
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56	54	56	57	51	52	52
Spelling																					
Maricopa Elementary	50	38	52	59	70	53	35	55	42	32	29	33	34	28	42	33	41	60	28	29	43
Kern County	44	46	47	42	46	46	38	41	42	40	43	45	39	40	43	42	44	45	33	36	37
California	50	53	56	46	51	54	43	46	49	45	49	52	44	46	49	47	49	51	37	38	40

California Standards Results														
% of Students Scoring at Advanced and Proficient Levels														
	Language Arts								Math*					
	2		3		4		5		6		7		8	
	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Maricopa Elementary	12	26	15	18	14	34	11	7	5	22	14	32	3	17
California	32	32	30	34	33	36	28	31	31	31	32	33	32	32
Subgroups														
Gender														
Male	13	34	14	18	9	**	6	0	0	6	11	**	0	14
Female	11	19	**	19	18	**	18	17	**	45	18	**	6	**

*Scores for 2001 are currently unavailable.

** Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results.

The Immediate Intervention/Underperforming School's Program (II/USP) and the Governor's Performance Award Program are the remaining two components of the PSAA Act. The Governor's Performance Award is designated for school's achieving their API Growth for the entire school and for all subgroups. The Immediate Intervention/Underperforming School's Program provides funding for 430 schools scoring below the 50th percentile in the schoolwide API scores. Since Maricopa Elementary School scored above the 50th percentile, they do not qualify for II/USP. Although Growth Targets were met by all subgroups, the Governor's Performance Award program was not funded for the 2001-2002 school year.

API School Results								
All Students								
	Base			Growth				
	1999	2000	2001	99-00	00-01	01-02		
Percent Tested	92	98	100	Percent Tested	98	100	N/R	
API Score	548	533	518	API Growth Score	533	518	614	
Growth Target	13	13	14	Actual Growth	-15	-15	96	
Statewide Rank	4	2	1	Eligible for Awards	No	No	N/A	
Similar Schools Rank	2	1	1	Eligible for II/USP	No	No	No	
Subgroups								
Caucasian								
Base API Score	580	539	511	API Growth Score	539	511	603	
Growth Target	10	10	11	Actual Growth	-41	-28	92	
Socioeconomically Disadvantaged								
Base API Score	491	499	516	API Growth Score	499	516	614	
Growth Target	10	10	11	Actual Growth	8	17	98	

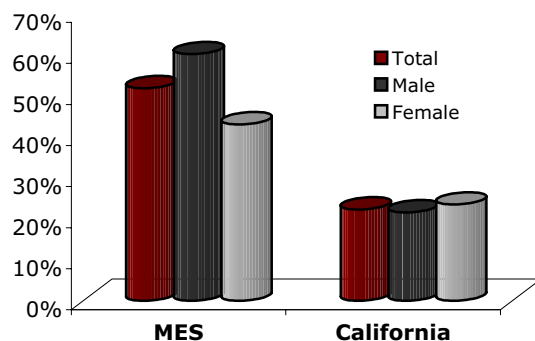
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Physical Fitness

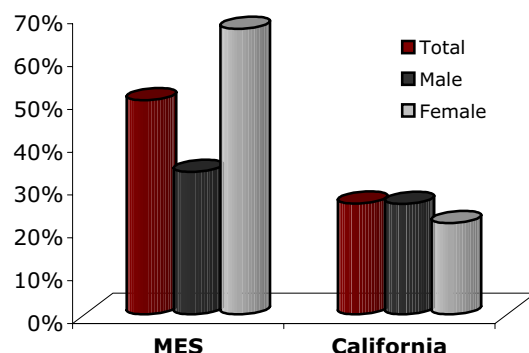
In the spring of each year, Maricopa Elementary School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'Healthy Fitness Zone' (HFZ).

Students in Healthy Fitness Zone (5th grade)



Students in Healthy Fitness Zone (7th grade)



Textbooks & Instructional Materials

Maricopa Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the District's Curriculum Council standards. Maricopa Elementary School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

Chairpersons and teachers from each department select and review textbooks from the State-adopted list. Each department makes its recommendation to the Governing Board which approves the adoption after further review. A complete list of textbooks and adoption selections is available at the District office.

Current Textbooks

Subject	Adoption Year	Publisher	Grade Levels
Language Arts	2000	SRA/McGraw-Hill	K-4
		Scott Foresman	5
		McDougal Littell	6-8
Math	2001	Harcourt	K-5
		McDougal Littell	6-8
Science	2000	Houghton Mifflin	K-5
		Holt	6-8
Social Studies	2001	Houghton Mifflin	3-8

Maricopa Elementary School and Maricopa High School share a library which is stocked with over 10,000 English and 100 Spanish selections. The library is staffed by a Library Technician and is completely automated. Students are trained to use Accelerated Reader. Students visit the library on a regular basis. Computer resources within the library are connected to the Internet so students are able to access resources and information online.

Each classroom has two computers. The district has two computer labs, one of which has access to the Worldwide Web. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule.

Computer Resources

	2000	2001	2002
Computers	28	28	28
Students per computer	9.7	9.6	9.1
Classrooms connected to Internet	1	0	0

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria includes: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

The primary goal of the Peer Assistance and Review (PAR) Program is to provide new teachers (those with less than three years of full-time teaching experience) and veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence.

Newly credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance (BTSA) Program. Department chairpersons and site administrators provide support to all teachers.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offered 11 staff development days during the 2001-2002 school year where teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development for the 2001-2002 school year included: Curriculum Mapping, API Improvement, and Incorporating Standards in Lesson Planning.

Counseling & Other Support Services

It is the goal of Maricopa Elementary School to assist students in their social and personal development as well as academics. The goal is to help students deal with problems and assist them to reach positive goals.

A Resource Specialist and a Speech & Language Therapist provide additional support outside of traditional classrooms. Students needing assistance in learning English receive extra instruction based on CELDT results. Two periods a day are dedicated to English Learner instruction.

When students require additional assistance the following support staff are available according to the full-time equivalent indicated below:

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	*
Librarian	1	0.5
Health Technician	1	0.5
Speech/Language Specialist	1	*
Resource Specialist	1	*

* Services provided by Kern County Office of Education

Curriculum Improvement

All training and curriculum development at Maricopa Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Maricopa Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research. Changes to the curriculum for the 2001-2002 school year included improving math skills, creating a Standards-based report card, and implementing Standards-based instruction.

School Leadership

Leadership at Maricopa Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Barry Lindaman, who has been in his current position for two years. Prior to his tenure as principal of Maricopa Elementary School, Mr. Lindaman has nine years of administrative experience including two years as the principal of Maricopa High School. In addition Mr. Lindaman has 21 years of experience as a high school Science teacher.

The education of children is a joint effort of home and school. Students, parents and teachers meet each trimester to plan, discuss and evaluate student objectives. These objectives enable teachers to adjust their teaching to the unique needs of every class. Staff and parents are encouraged to participate in a wide variety of leadership teams, such as the School Site Council, the English Language Learner Committee and the Student Study Team.

School Facilities & Safety

The school board, maintenance, custodial, and teaching staffs of the Maricopa Unified School District take pride in the safety, cleanliness, and appearance of the two school sites. The Maricopa Unified School Board realizes that the safety and cleanliness of the school is an integral part of the learning environment.

Maintenance and administration regularly attend workshops on health and safety issues held by the county. A Safe School Plan has been developed for the school district. It is reviewed and updated yearly by the Safety Committee and School Board. The District has monthly fire drills, bi-yearly earthquake/evacuation drills and a yearly intruder drill.

New policies were put adopted to implement new Integrated Pest Management Requirements from the state. A Safety Grant was used to purchase radios for administrators and maintenance staff who are able to monitor the campus. Additional grant money was used to install more alarm systems at the schools as well as monitors for buses to make sure they are operated safely as well as cameras for our busses to ensure student safety while riding in them.

Community Involvement

The Maricopa Unified School District welcomes all parents to get involved in its schools. Any teacher or administrator can be contacted for parental involvement. There are many ways that parents can become involved in Maricopa Schools. These include, but are not limited to:

- Parent Teacher Association (PTA)
- Migrant Parent Advisory Committee
- English Language Advisory Committee
- Maricopa Boosters
- WASC Self-Study Focus Committee
- School Site Council
- Room parents
- Friends of the Maricopa Library
- Safety Committee

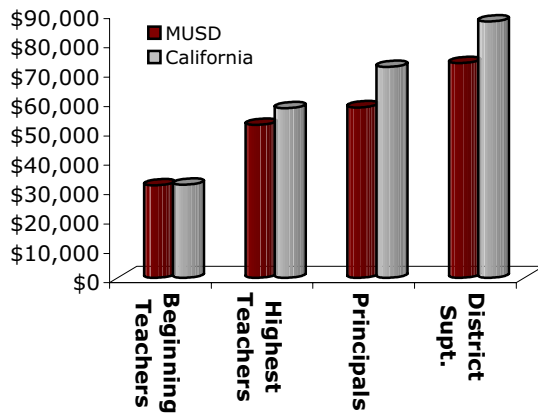
Contact Information

Parents who wish to participate in Maricopa Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (661) 769-8231.

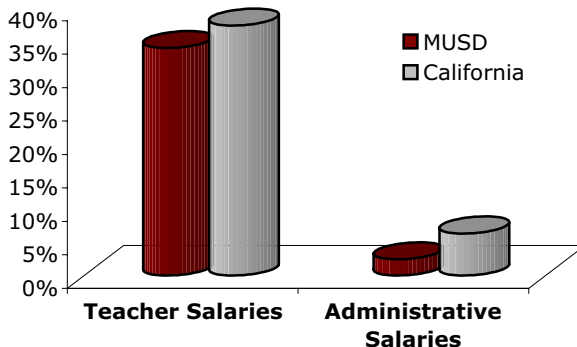
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts throughout the state having less than 1,000 Average Daily Attendance (ADA).

**Average Salary Information
Teachers-Principals-Superintendent**



**Teacher & Administrative Salaries
as a Percentage of Total Budget**



Expenditures & Services Funded

Maricopa Unified School District spent an average of \$7,355 to educate each student (based on 2000-2001 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*

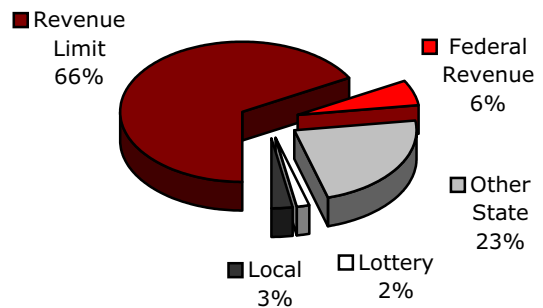
MUSD	Statewide Average	
	All Unified School Districts	All Districts
\$7,355	\$6,414	\$6,360

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

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

- School Improvement Program (SIP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- Professional Development
- Title I (Low Income)
- Title II (Eisenhower)
- Title IV (Safe and Drug Free Schools and Communities)
- Title VI (Innovative & Class Size Reduction)
- Peer Assistance Review
- Tobacco Use Prevention Education (TUPE)

**District
Revenue Sources**



**District
Expenditures**

