

Maricopa Unified School District

MARICOPA HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges

2001-2002 School Accountability Report Card

Barry Koerner, Principal
Grades Nine through Twelve



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Maricopa, CA 93252
(661) 769-8231

2001-2002

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Principal's Message

Mission Statement

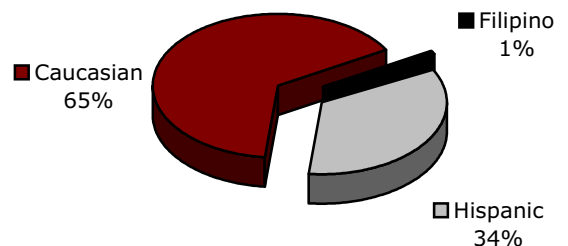
The mission of the Maricopa Unified School District is to provide a caring and nurturing environment in which our students will maximize their personal and academic potential.

Community & School Profile

Maricopa High School is located approximately 45 miles southwest of Bakersfield in Kern County. The school serves approximately 103 students in grades nine through twelve for the Maricopa Unified School District.

Curriculum at Maricopa High School is based on improving reading and writing skills. Maricopa High School supports cultural awareness on a daily basis and through its many on-campus clubs, Student Council sponsored activities, and various assemblies.

Ethnicity



Discipline & Climate for Learning

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

The goal of Maricopa High 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. The program is based on three tenets: Be prepared and on time to class, follow the rules, and respect people and their property. Parents and students are informed of discipline policies at the beginning of each school year through a beginning of the year packet, classroom orientation and "Tribe Talk," the school newsletter.

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

Suspensions and Expulsions			
	Maricopa High		
	00	01	02
Suspensions (#)	28	24	30
Suspensions (%)	7.3	6.3	8.4
Expulsions (#)	1	0	0
Expulsions (%)	0.3	0.0	0.0

Recognition Programs

A well-developed student recognition program contributes to the positive environment of the school. The program recognizes and rewards students who achieve a 3.0 GPA or higher, perfect attendance and/or increase their GPA by .5 in a semester. Students who qualify for awards will be acknowledged each quarter.

Extracurricular Activities

Maricopa High School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The District shall encourage and support student participation in activities without compromising the integrity and purpose of the educational program. The Maricopa Boosters Club supports Maricopa High School activities, providing financial and physical support.

To encourage and support academic excellence, the District requires that students be in school all periods, and must also maintain a 2.0 GPA and pass at least 20 class units to participate in interscholastic athletics.

Maricopa High School offers interscholastic athletic programs for: boys' and girls' basketball, boys' football, girls' volleyball, boys' baseball, girls' softball, and girls' cheerleading.

During the 2001-2002 year extracurricular activities included: Associated Student Body, California Junior Scholastic Federation, Student Athletic Association, Big M Athletic Association, Workforce Investment Act, Chess Club, Spanish Club, Friday Night Live, and Iron Indian.

Achievement Via Individual Determination (AVID) is designed to assist students who may not have necessarily considered college as an option. The program prepares students for college and focuses on perseverance, hard work, high expectations, and encouragement.

Homework

At Maricopa High 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 45 minutes of homework, daily, 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. Students may obtain a weekly progress report each Wednesday as a weekly status report to parents.

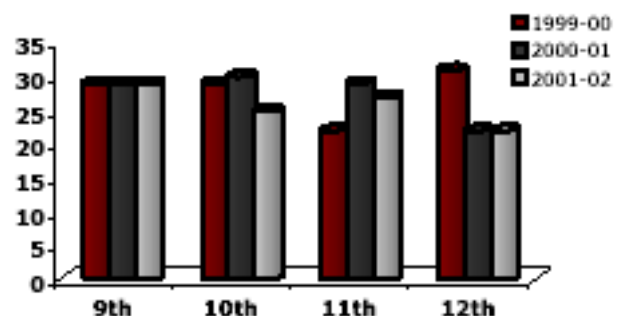
Tutoring is available in the library twice a week after school. Students needing assistance in reading and math may spend up to 75 minutes working with a certificated teacher.

Beginning and intermediate karate classes meet twice a week, after school, in the cafeteria. This unique program is taught by the school's RSP teacher who is also a certified karate instructor. The program is funded by a grant applied for by the instructor on behalf of the students and the school.

School Attendance

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 High School.

Enrollment Trend By Grade Level



Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-2002 school year, the actual attendance rate for all grade levels at Maricopa High School was 94.02%.

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, makes phone calls to parents on a daily basis, and sends letters home if absences are excessive. Students are referred to Saturday School to make up absences.

A Truancy Reduction Program is sponsored by the Kern County Superintendent of Schools. A Probation Officer visits the campus one day every two weeks and is responsible for writing truancy letters, conducting home visits, and returning truant students to school.

Dropouts			
	99-00	00-01	01-02
Dropouts	0	1	1
Dropout Rate	0.0	0.9	0.9

Class Size

Maricopa High School maintained a schoolwide average class size of 19.8 students and a pupil-to-teacher ratio of 12-to-1 for the 2001-2002 school year. The pupil-to-teacher ratio varies by grade level taught.

Teaching Load Distribution												
<i>Number of Classes by Size</i>												
	Avg. Class Size											
	1-22			23-32			33+					
	00	01	02	00	01	02	00	01	02	00	01	02
English	19	72	19	5	5	3	2					2
Math	19	23	21	4	2	3		3	2			
Science	13	16	17	6	3	4						1 1
Social Science	28	27	26	1	1	1	2	2	2			

Minimum Days & Instructional Minutes

For the 2001-2002 school year, Maricopa High 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. The CEC requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Maricopa High School offered 65,410 minutes of instructional time.

Textbooks & Instructional Materials

Maricopa High 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 school's Curriculum Council standards. Maricopa High 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		Houghton Mifflin	9-12
	2003		
Math		McDougal Littell	9-12
	2001	College Preparatory	9-12
		Addison Wesley	9-12
Science		Prentice Hall	9-12
	2001	Holt, Rinehart, Winston	9-12
		Merrill	9-12
		Brown	9-12
Social Studies		Glencoe	9-12
	2001		

Maricopa High School and Maricopa Elementary 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 connected to the Internet. Maricopa High School also has two computer labs, each with 20 computers. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule in core curriculum content areas. Graduation requirements include a basic computer course. Software includes programs that address typing skills, word processing, spreadsheet and presentation programs, and Accelerated Reader.

Computer Resources	
	2002
Computers	60
Students per computer	1.7
Classrooms connected to Internet	11

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Maricopa High School. Assessments include District adopted tests, California High School Exit Exam, and the California English Language Development Test (CELDT), which is a language (oral and written) and reading assessment for English Language Learners (ELL). Juniors and seniors have the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB), a career exploration program. The Accelerated Reader Assessment is given twice each year and coordinated by the Title I Coordinator. This assessment is used to identify reading levels and monitor grade level proficiency in reading.

Standardized State Testing

Maricopa High 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.

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. The District provides funding for all juniors to take the PSAT. Information on fee-based test preparation services, as well as web sites, is provided to students.

Advanced Placement (AP) Courses

Maricopa High School Advanced Placement program consists of college level courses in English Composition and Statistics. Junior and senior students may take AP exams in these courses to receive college credit at most of the nation's colleges by achieving a score of three, four, or five.

Advanced Placement (AP) Courses

Subject Area	Number of Courses	Number of Classes	Total Enrollment
English Composition	1	1	7
Statistics	1	1	4

SAT-9 Results

	% At or Above 50th Percentile								
	9			10			11		
	00	01	02	00	01	02	00	01	02
Reading									
Maricopa High	23	24	4	9	22	50	35	20	20
Kern County	26	28	27	24	27	27	26	28	27
California	35	35	34	34	34	34	36	37	37
Math									
Maricopa High	46	31	26	30	26	50	47	20	36
Kern County	40	43	44	37	36	38	37	36	36
California	51	51	52	46	45	46	47	46	47
Language									
Maricopa High	31	34	30	13	19	44	53	8	20
Kern County	41	44	45	29	33	35	37	38	39
California	52	53	53	40	41	42	48	49	50
Science									
Maricopa High	42	34	9	35	26	75	35	28	40
Kern County	31	34	33	35	39	39	33	34	34
California	41	41	41	46	46	46	43	42	43
Social Science									
Maricopa High	46	48	39	17	26	63	65	44	36
Kern County	39	43	40	28	29	29	43	49	47
California	46	47	46	37	38	37	57	59	59

California Standards Results

Percentage of Students Scoring at Advanced and Proficient Levels

	Language Arts					
	9		10		11	
	01	02	01	02	01	02
Maricopa High	24	9	22	44	0	12
California	28	33	31	33	29	31

Subgroups

Gender

Male	29	*	16	54	0	8
Female	*	14	28	*	*	14

Summative scores are not available for Math and Science. For results on course specific tests, please see [www.http://star.cde.ca.gov/](http://star.cde.ca.gov/)

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

SAT 1 Reasoning Test Results

	2000	2001	2002
	Grade 12 Enrollment		
Maricopa High	31	22	22
California	347,813	357,789	365,907
Percentage of Seniors Tested			
Maricopa High	32.30%	22.72%	13.64%
California	36.45%	36.63%	37.26%
Average Verbal			
Maricopa High	401	456	400
California	492	492	490
Average Math			
Maricopa High	484	410	400
California	517	516	516

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 percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

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 schools 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 High 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*					
	Base		Growth		
	2000	2001	00-01		01-02
Percent Tested	98	100	Percent Tested	100	N/R
API Score	568	491	API Growth Score	487	583
Growth Target	12	15	Actual Growth	-81	92
Statewide Rank*	N/A	1	Eligible for Awards	No	N/R
Similar Schools Rank*	N/A	N/A	Eligible for II/USP	No	N/R
Subgroups					
Caucasian					
Base API Score	647	537	API Growth Score	534	598
Growth Target	10	12	Actual Growth	-113	61
Socioeconomically Disadvantaged					
Base API Score	540	485	API Growth Score	482	583
Growth Target	10	12	Actual Growth	-58	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.

* This API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Ranks are not calculated for small schools.

N/R means a number is not applicable or not available due to missing data.

Physical Fitness

In the spring of each year, Maricopa High School is required by the state to administer a physical fitness test to all students in ninth grade. 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).

	Physical Fitness Test			
	Students in Healthy Fitness Zone (HFZ)			
	Maricopa High		California	
	Male	Female	Male	Female
Aerobic Capacity	*	21.4%	52.1%	43.4%
Body Composition	*	78.6%	63.8%	66.6%
Abdominal Strength	*	100.0%	48.5%	78.1%
Trunk Extension Strength	*	100.0%	79.4%	81.3%
Upper Body Strength	*	100.0%	63.0%	60.0%
Flexibility	*	57.1%	65.6%	66.4%

* To protect confidentiality scores are not shown when the number of students tested is 10 or less.

UC/CSU Courses

Maricopa High School offers college-bound students many opportunities to get a head start on their future. Students are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C' per semester.

UC/CSU Graduates			
2000-01 Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment*	2000-01 Total Course Enrollments
21	2	119	223
	9.5%	53.36%	

* Duplicated count (one student may be enrolled in several courses).

Teacher Assignment

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

Teacher Credential Status			
	00	01	02
Fully Credentialed	7	6	4
Working Outside Subject	0	0	0
Emergency Credentials	3	3	5
Interns	0	0	3
Waivers	0	0	0
Total Teachers	10	9	9
Average Years Teaching	17.0	16.2	8.0
Average Years in District	13.6	15.0	5.9

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 High 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 ten employees, including administration: 10% with 30+ additional units beyond their Bachelor's degree and 30% 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 providing advance notice has been given. 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.

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 include: 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 CSR training, Accelerated Reader, Integrating Standards, Curriculum Mapping, Reading, Standards for Math, English and Language Arts.

Counseling & Other Support Services

Maricopa High School assists students in understanding individual interests, strengths and weaknesses. The principal, who is also the school's counselor, meets with students for 30 minutes each semester to plan academic and career goals.

Additional services are contracted through the county on an as-needed basis. Specialists come to school site to work with students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Librarian	1	0.5
Health Technician	1	1.0
Resource Specialist	1	0.5
Resource Specialist Aide	1	0.5

Some students have exceptional academic needs that can be met through the Resource Specialist Program or Special Day classes, based on Individual Education Plan or parent recommendation. These students receive additional instruction in identified academic areas, either through mainstreaming or pull-out classes.

Preparation to Enter the Workforce

Instructors at Maricopa High School have directed efforts towards establishing School-to-Work structures within each curricular area for all students, including those with special needs. Work experience programs allow students to earn credit for working and attending classes that teach specific information about the working world. The Regional Occupation Program, "The Tea Room," serves lunch daily and is open to the general public.

Curriculum Improvement

All curriculum development at Maricopa High 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. The construction and implementation of the curriculum is an on-going process.

School Leadership

Leadership at Maricopa High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by principal Barry Koerner, who has been in his current position for three years.

Prior to his tenure as the principal of Maricopa High School he was the high school's counselor. Leadership roles are generally assigned to long-term teachers due to the "teacher training atmosphere" of the school.

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 Migrant Parent Advisory Committee, English Language Advisory Committee, Western Association of Schools and Colleges, Friends of Maricopa Library, and the AVID Parent Advisory Committee.

School Facilities & Safety

Maricopa Unified School District strives to maintain safe, healthy, nurturing and orderly school campuses that encourage positive attitudes in students and staff. A joint effort between students and staff helps keep the campus clean and litter-free. The custodial/grounds staff of six maintains clean and safe facilities.

Maricopa High School currently has eleven regular classrooms, a school office, a library, two computer labs, a resource room, a cafeteria, 400-seat auditorium, gymnasium, woodshop, welding shop, sports fields and an Olympic size swimming pool.

District administration and the Maricopa Board of Trustees have placed a great emphasis on campus safety and security. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

Maricopa High School's Safety Plan is revised annually each fall. Emergency drills are held on a regular basis; fire and earthquake drills are held twice a year, secure campus procedures are reviewed each year by the staff.

Community Involvement

Parents and the community are very supportive of the educational programs in the Maricopa Unified School District. The Parent Teacher Association (PTA) plays an active role in the community and at each school site through fundraising and special activities. Contributions by the many community partners add to the programs available at Maricopa High School.

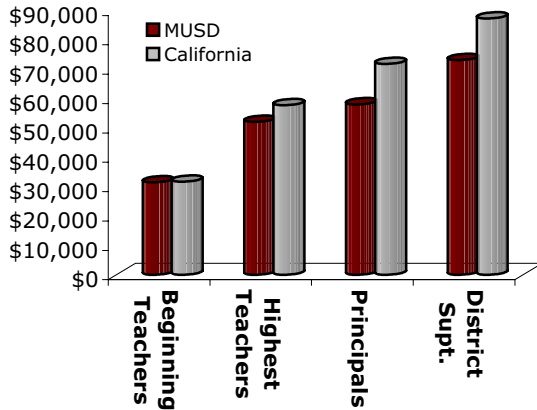
Contact Information

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

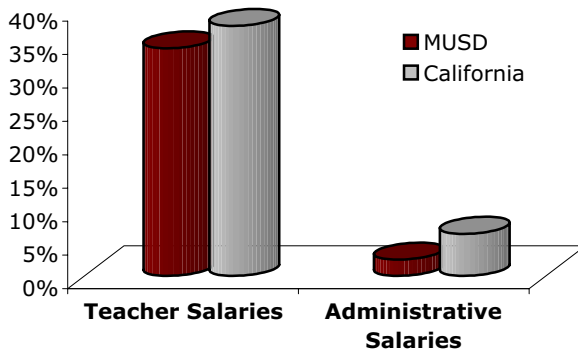
Salary & Budget Comparison

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*

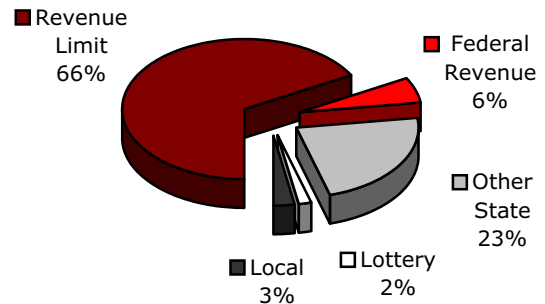
MUSD	Statewide Average	
	All Unified School Districts	All Districts
\$7,355	\$6,414	\$6,360

*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**

