



# McFadden Intermediate School

2701 South Raitt • Santa Ana, CA 92704-5599 • (714) 479-4000 • Grades 6-8

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Santa Ana Unified School District

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Cecilia Iglesias, Vice President

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Planning and Governmental  
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### School Description

McFadden Intermediate School (McFadden) is located at the corner of W. Adams Street and S. Raitt Street.

The academic emphasis at McFadden is on "Designing 21st Century Learning" in English language arts, mathematics, science, elective programs, physical education and social sciences. Students follow a six period schedule which allows students to have one period of an elective class. Several classes of intensive intervention for English language arts are also provided, allowing these students to have a period of ELA instruction support.

The master schedule is organized so that the majority of teachers who teach the same subject(s) have the same preparatory period. This allows for professional collaboration on a daily basis. Teachers are strongly encouraged to use this time to develop common lesson plans, review student achievement data and share instructional strategies that are effective with middle school students. Upon completion of the eighth grade, students are expected to be able to successfully read for understanding and perform mathematical operations that include a mastery of algebraic computations. Students will also be prepared with 21st century skills to be college and career ready as individuals and be contributing and productive members of ever-changing schools, family, community, and society.

McFadden also has a strong visual and performing arts program. Students are given the opportunity to explore and participate in art, choir, band or orchestra. The school's performing arts facilities feature both indoor and outdoor stages as well as a dance studio which is used in PE classes and after school. Students share their talents at school and community-based events. McFadden also offers the only Dual Language Academy (D.L.A.) for intermediate schools in the Santa Ana Unified School District. Our D.L.A. students participate in a zero period physical education class so that they are able to take an extra elective class on top of their rigorous Spanish literature elective. McFadden has also added AVID to our 7th and 8th grade students and offers 4 sections of instruction.

A variety of instructional programs are provided for students outside of the school day. Approximately 135 students attend the after school program. Approximately 700 students participate yearly in a variety of intramural athletic activities. Seventh and eighth grade students can also attend the Saturday Academy of Mathematics which is an eight-week enrichment program offered. Students can also make up days of absence by attending the Saturday Attendance Recovery Program which is offered monthly. Approximately 40 eighth grade students meet every Monday with volunteers from the Rocket Science Tutors, a community-based group of aerospace engineers who work with these students in the areas of engineering, algebra and physical science. McFadden also introduced Project Lead the Way. The PLTW Gateway To Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. They study mechanical and computer control systems; think robotics and animation. Students also explore the importance of energy, including innovative ways to reduce, conserve and produce it using solar, thermal and wind power. The knowledge that students gain and the skills they build from GTT create a strong foundation for further STEM learning in high school and beyond. Engineering and design along with a robotics elective will be available in the 2013-14 school year with the expansion to "Medical Detectives" and "Flight and Space" in 2014-15.

### District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

### District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

### District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

### About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (714) 479-4000.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	398
Gr. 7	472
Gr. 8	586
<b>Total</b>	<b>1,456</b>

**2013-14 Student Enrollment by Group**

<b>Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	3.9
Filipino	0.8
Hispanic or Latino	92.4
Native Hawaiian/Pacific Islander	0.2
White	1.8
Two or More Races	0.3
Socioeconomically Disadvantaged	93.3
English Learners	33.6
Students with Disabilities	12.8

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

<b>McFadden Intermediate School</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Fully Credentialed	57	54	55
Without Full Credential	3	2	1
Teaching Outside Subject Area of Competence	0	2	0
<b>Santa Ana Unified School District</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

**Teacher Misassignments and Vacant Teacher Positions at this School**

<b>McFadden Intermediate School</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

**Core Academic Classes Taught by Highly Qualified Teachers**

**2013-14 Percent of Classes In Core Academic Subjects  
Core Academic Classes Taught by Highly Qualified Teachers**

<b>Location of Classes</b>	<b>Taught by Highly Qualified Teachers</b>	<b>Not Taught by Highly Qualified Teachers</b>
<b>This School</b>	95.93	4.07
<b>Districtwide</b>		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

\* 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 (School Year 2014-15)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 14, 2014, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Intermediate School Textbook Publisher	Grades
<b>Mathematics</b>		
2008	CGP Education, <i>California Mathematics</i>	6
2008	CGP Education, <i>California Mathematics</i>	7
2008	Holt, Rinehart, Winston, <i>Holt California Algebra Readiness</i>	8
2008	College Preparatory Mathematics, <i>California Algebra Connections</i>	8
<b>Language Arts</b>		
2010	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2002	Holt, Rinehart, Winston	6-8
<b>Science(s)</b>		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
<b>Social Science</b>		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval &amp; Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8

### School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at McFadden Intermediate School took place on 7/7/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/7/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	MRR: Exhaust fan doesn't work s/c: 254557
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	1: Floor has several chipped gauges s/c: 254551 10: Tile is chipped s/c: 254551 12: Chips in floor tile s/c: 254551 Data port loose and missing cover s/c: 254544 14: Patch and paint column s/c: 254558 15: Data covers missing s/c: 254544 Chipped tile s/c: 254551 17: Loose floor tiles on East Side s/c: 254551 2: Floor has chipped tile s/c: 254551 20: Floor tile is chipped s/c: 254551 23: Data port cover missing and conduit is loose s/c: 254544 Ceiling tile sagging on South Side s/c: 254556 25: Missing ceiling tile s/c: 254556 27: Chipped tile s/c: 254551 28: Ripped bulletin board s/c: 254556 29: Data port cover is loose and missing s/c: 254544 Vinyl wall is ripped s/c: 254558 32: Chipped floor tiles s/c: 254551 Window is cracked s/c: 254553 34: Missing ceiling tile s/c: 254556 35: Chipped floor tile s/c: 254551 36: Hole in glass above door s/c: 254553 36: Loose ceiling tile, baseboard missing around teacher area s/c: 254556 37: Missing ceiling tile s/c: 254556 39: Patch holes in walls s/c: 254558 Ceiling tile missing and damaged s/c: 254556 Conduit loose s/c: 254544 41: Patch holes in wall on South Side s/c: 254558 42: Stained ceiling tile s/c: 254556 Conduit is loose s/c: 254544 Mirror is cracked s/c: 254553 Chips in cement floor s/c: 254552 43: Baseboard is loose s/c: 254556 46: Vinyl is torn s/c: 254551 Dry rot side corner s/c: 254548 47: Replace damaged ceiling tile s/c: 254556 Chipped skirting, dry rot SouthWest corner s/c: 254548 48: Vinyl torn by door s/c: 254551 49: Vinyl torn s/c: 254551 Dry rot, North ext s/c: 254548 5: Vinyl wall torn s/c: 254558 50: Vinyl torn by South window s/c: 254551 Chipped by ramp s/c: 254548 52: Ceiling tiles are stained s/c: 254556 Dry rot on South East corner exterior s/c: 254548 54: Replace stained ceiling tile s/c: 254556 Skirting is chipped need repair s/c: 254548 55: Stained ceiling tiles s/c: 254556 Torn vinyl s/c: 254551 Skirting chipped, hole on ramp s/c: 254548 57: Paint is peeling on South Side s/c:

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/7/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				254558 Skirting is chipped s/c: 254548 58: Paint is peeling on West Side s/c: 254558 Dry rot on East Side s/c: 254548 59: Missing baseboard s/c: 254556 Paint peeling on West and South Side s/c: 254558 Dry rot on East and North Side s/c: 254548 7: Replace corner baseboard on tall cabinets s/c: 254556 9: Baseboards missing s/c: 254556 Light covers missing s/c: 254554 Girls RR: Linoleum floor cracked, split, stained s/c: 254551 South ext wall is chipped s/c: 254548 Library: Chip on column post/Need fire extinguisher s/c: 254548 Main Office: Patch holes in hallway s/c: 254558 Replace floor tile in workroom s/c: 254551 Data port cover missing by office manager desk s/c: 254544 MRR: Exhaust fan doesn't work s/c: 254557 Nurse: Damaged floor tile by restroom s/c: 254551 Office: Tile is chipped s/c: 254551 Data port cover is missing s/c: 254544 Portable Boys RR: Linoleum floor cracked;split s/c: 254551 Loose sink s/c: 254555 Door rusted/holes s/c: 254256 Weight Room: Ceiling tiles are loose s/c: 254556 WRR: Hole on ramp s/c: 254548
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	12: Chips in floor tile s/c: 254551 Data port loose and missing cover s/c: 254544 15: Data covers missing s/c: 254544 Chipped tile s/c: 254551 16: Data port loose s/c: 254544 Window chipped s/c: 254553 22: Data port cover is loose and missing s/c: 254544 23: Data port cover missing and conduit is loose s/c: 254544 Ceiling tile sagging on South Side s/c: 254556 29: Data port cover is loose and missing s/c: 254544 Vinyl wall is ripped s/c: 254558 39: Patch holes in walls s/c: 254558 Ceiling tile missing and damaged s/c: 254556 Conduit loose s/c: 254544 44: Data ports loose s/c: 254544 51: Data port missing cover s/c: 254544 Dry rot, on West Side, skirting is chipped s/c: 254548 6: Exposed telecom wires s/c: 254544 9: Baseboards missing s/c: 254556 Light covers missing s/c: 254554

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/7/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Attendance: Lens cover cracked s/c: 254554 CUM: Remove exposed telephone wires s/c: 254544 Girls PE: Exterior light lens cracked and broken s/c: 254554 Main Office: Patch holes in hallway s/c: 254558 Replace floor tile in workroom s/c: 254551 Data port cover missing by office manager desk s/c: 254544 Office: Tile is chipped s/c: 254551 Data port cover is missing s/c: 254544
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Lounge: Faucet is loose s/c: 254555 Portable Boys RR: Linoleum floor cracked;split s/c: 254551 Loose sink s/c: 254555 Door rusted/holes s/c: 254256 Quad: Sink is loose in Boys RR s/c: 254555 Uneven sidewalk, trip hazard s/c: 254552
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Library: Chip on column post/Need fire extinguisher s/c: 254548
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	46: Vinyl is torn s/c: 254551 Dry rot side corner s/c: 254548 47: Replace damaged ceiling tile s/c: 254556 Chipped skirting, dry rot SouthWest corner s/c: 254548 49: Vinyl torn s/c: 254551 Dry rot, North ext s/c: 254548 50: Vinyl torn by South window s/c: 254551 Chipped by ramp s/c: 254548 51: Data port missing cover s/c: 254544 Dry rot, on West Side, skirting is chipped s/c: 254548 52: Ceiling tiles are stained s/c: 254556 Dry rot on South East corner exterior s/c: 254548 53: Dry rot on East Side, bulge on exterior East Side s/c: 254548 54: Replace stained ceiling tile s/c: 254556 Skirting is chipped need repair s/c: 254548 55: Stained ceiling tiles s/c: 254556 Torn vinyl s/c: 254551 Skirting chipped, hole on ramp s/c: 254548 57: Paint is peeling on South Side s/c: 254558 Skirting is chipped s/c: 254548 58: Paint is peeling on West Side s/c: 254558 Dry rot on East Side s/c: 254548 Girls RR: Linoleum floor cracked, split, stained s/c: 254551 South ext wall is chipped s/c: 254548 Quad: Patch hole adjacent to Girls RR door s/c: 254558

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/7/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	11: Door closure shoe bent s/c: 254559 16: Data port loose s/c: 254544 Window chipped s/c: 254553 32: Chipped floor tiles s/c: 254551 Window is cracked s/c: 254553 42: Stained ceiling tile s/c: 254556 Conduit is loose s/c: 254544 Mirror is cracked s/c: 254553 Chips in cement floor s/c: 254552 56: Termite damage to ext window frame s/c: 254556 Cafeteria: Tile floor separating by sink s/c: 254551 Adjust and replace back door closer s/c: 254559 Field: Gate broken East fence, hole in South fence s/c: 254548 PE Blacktop: Cracks in asphalt s/c: 254552 Repair broken welds on aluminum bleachers s/c: 254548 Portable Boys RR: Linoleum floor cracked;split s/c: 254551 Loose sink s/c: 254555 Door rusted/holes s/c: 254256 Quad: Sink is loose in Boys RR s/c: 254555 Uneven sidewalk, trip hazard s/c: 254552
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[ ]	[X]	[ ]



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	58	58	58	48	47	47	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	37	41	36	43	45	44	54	56	55
Math	42	53	45	47	48	45	49	50	50
HSS	33	36	33	37	40	41	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	3	3
Similar Schools	5	6	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.6	23.2	29.5

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	47	
All Student at the School	58	
Male	63	
Female	52	
Black or African American		
American Indian or Alaska Native		
Asian	81	
Filipino		
Hispanic or Latino	56	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	56	
English Learners	23	
Students with Disabilities	42	
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-2	28	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	27	-10
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-4	30	-9
English Learners	7	32	-16
Students with Disabilities	28	15	22

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Parents are encouraged to get involved in McFadden Intermediate School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom and during school events. Parents are always invited to help chaperone field trips. McFadden Intermediate School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theatre performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Parent/Student Orientation events

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council (ELAC)
- Monthly parent meetings

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 479-4000.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Edulinks Computerized Phone System
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations
- Parent Conferences

### State Priority: School Climate

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

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

### School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

#### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	11.3	11.2	10.6
Expulsions Rate	0.2	0.2	0.2
District	11-12	12-13	13-14
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		
Met Graduation Rate (if applicable)		

\* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.												
Gr. 6		18	21		79	59		24	26		24	32
English	31.8	28	30	11	10	10	12	13	8	36	19	24
Math	30.1	27	26	8	14	11	8	7	13	19	19	16
Science	31.9	29	30	5	10	9	3	2	3	20	23	23
SS	30.9	26	29	4	11	9	13	12	10	13	16	18

\* 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.

\* Blanks indicate unreported data

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	730

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,761
Mid-Range Teacher Salary	\$74,308	\$66,895
Highest Teacher Salary	\$94,284	\$86,565
Average Principal Salary (ES)	\$115,715	\$108,011
Average Principal Salary (MS)	\$118,268	\$113,058
Average Principal Salary (HS)	\$127,729	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,308	\$1,596	\$3,712	\$79,893
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
<b>Percent Difference: School Site/District</b>			-10.1	2.1
<b>Percent Difference: School Site/ State</b>			-20.9	13.0

**Types of Services Funded at McFadden Intermediate School**

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

**Professional Development provided for Teachers at McFadden Intermediate School**

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development efforts are identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys. Additionally, McFadden Staff received professional development during staff and department meeting focusing on engagement strategies and the Common Core State Standards.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency as well as focusing on the Common Core State Standards. During the 2013 - 2014 school year, our school sponsored the equivalent of 2.5 days of staff development which focused on engaging students in their learning, analyzing student achievement data, using technology to enhance student achievement, and developing rigorous, standards-based lessons. Beyond the 2.5 school-sponsored days, there were multiple opportunities for teachers to attend workshops which were provided by both District and school staff. In addition, the Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer. They focus on curriculum, teaching strategies, and methodologies. During the 2013 - 2014 school year, District training opportunities focused on the following:

- English Language Arts
- AP Training (Advanced Placement)
- SDAIE Training (Specially Designed Academic Instruction In English)
- Developing common assessments
- GLAD strategies
- Technology Training
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Thinking Maps
- SIOP Model (Sheltered Instruction Observation Protocol)

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. Additionally, monthly meetings were held with new teachers and the principal in order to create a spirit of collegiality and support.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.