



# Madison Elementary School

1124 East Hobart Street • Santa Ana, CA 92707-1999 • (714) 972-6400 • Grades K-6

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http://www.sausd.us/madison

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
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www.sausd.us

#### District Governing Board

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Superintendent

Alfonso Jimenez, Ed.D.  
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Educational Services

Thomas A. Stekol, Ed.D.  
Deputy Superintendent,  
Administrative Services

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Assistant Superintendent, K-12  
Teaching and Learning

Mayra Helguera, Ed.D.  
Assistant Superintendent, Special  
Education/SELPA

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Assistant Superintendent, K-12  
School Performance and Culture

Hiacynth Martinez, Ed.D.  
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Resources

Manoj Roychowdhury  
Assistant Superintendent, Business  
Services

Orin Williams  
Assistant Superintendent, Facilities  
& Governmental Relations

### School Description

James Madison Elementary (Madison Elementary), is located at the corner of South Standard Avenue and East Hobart Street. Madison Elementary is over 50 years old and was established in 1958, it serves Kindergarten through 6th grade students. Madison Elementary also hosts a state preschool program for 3 and 4-year-olds from income-qualifying families living within the district's attendance boundaries. Madison serves over 1000 Pre-Kinder to 6th grade students.

### School Vision:

Madison's vision is to prepare students to be lifelong, high-level thinkers and learners who are eager to realize their greatest potential and achieve their own dreams. We want our students to be well-prepared to make positive contributions to their community and the larger society. We believe that all students are capable of academic excellence and learning far beyond normal expectations when provided with support, guidance and care from the community, administration, faculty, staff, parents and fellow students.

Our vision will be achieved by:

- Providing a safe and creative environment
- Providing a rigorous and engaging standards based curriculum
- Giving all students every opportunity to maximize their intellectual potential
- Nurturing their individual creative spirit
- Guiding them in their acquisition of knowledge and problem solving skills
- Working cooperatively with the community
- Maintaining open communication between all stakeholders

Our vision will be guided by the stakeholders' rich experiences, wisdom and deepest passions for excellence by connecting the classroom to the community.

### School Mission:

Our mission at Madison Elementary is to work together as staff, parents and a community to provide a balanced, comprehensive core curriculum that will promote academic excellence and student achievement based on Common Core State Standards and to prepare all students for college and career. We will ascertain the level of student success indicated by formative and summative assessments. We will maintain a safe and highly academic environment where students are engaged and invested in achieving academic excellence. All stakeholders commit to a system of support to ensure a foundation for lifelong learning, and are willing to change and evolve according to the needs of Madison's community.

### District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% 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, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District’s staff members, parent, 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.

### About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	164
Grade 1	143
Grade 2	161
Grade 3	153
Grade 4	166
Grade 5	171
Grade 6	51
<b>Total Enrollment</b>	<b>1,009</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.3
Asian	2.2
Hispanic or Latino	96.5
Native Hawaiian or Pacific Islander	0.2
White	0.2
Two or More Races	0.4
Socioeconomically Disadvantaged	92.6
English Learners	52.8
Students with Disabilities	13.1
Foster Youth	0.1
Homeless	6.1

### A. Conditions of Learning

#### State Priority: Basic

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

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

Teacher Credentials for Madison Elementary	17-18	18-19	19-20
With Full Credential	43	40	38
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

#### Teacher Misassignments and Vacant Teacher Positions at Madison Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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 September 10, 2019, 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. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 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 including those 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.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Year Adopted	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
<b>Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
<b>Spanish Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
<b>Science(s)</b>		
2008	MacMillan/ McGraw Hill, <i>California Science</i>	K-5
<b>Social Science</b>		
2007	Scott- Foresman, <i>History-Social Science for California</i>	K-5

### 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.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 7/21/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	ROOM 11: Carpet coming up -W/O #48023 ROOM 42: Baseboard around cabinet coming off -W/O #44905 ROOM 56: Weather strip in bad condition -W/O #44905 ROOM 57: Weather strip in bad condition -W/O #44905

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	ROOM 32: Wire cover coming off -W/O #44904 ROOM 606: Outlet broken -W/O #44904 ROOM 709: Outlet broken -W/O #44904 ROOM 714: Outer outlet plastic broken -W/O #44904 ROOM 715: Outlet broken -W/O #44904 ROOM 807: Light sensor won't automatically turn lights -W/O #44904
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	ROOM 35: Ceiling tile broken -W/O #44905 ROOM 701: Water stain on ceiling tile replace -W/O #44905
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 711: Door won't close all the way gets stuck repair hinges -W/O #44905 ROOM 714: Outer outlet plastic broken -W/O #44904 ROOM 715: Outlet broken -W/O #44904 ROOM 807: Light sensor won't automatically turn lights -W/O #44904
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	33	32	35	50	50
Math	29	29	26	28	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.6	24.7	13.5

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	541	536	99.08	33.02
Male	282	280	99.29	30.71
Female	259	256	98.84	35.55
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	53.85
Hispanic or Latino	521	516	99.04	32.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	512	507	99.02	31.56
English Learners	407	402	98.77	26.62
Students with Disabilities	81	81	100.00	8.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	52	47	90.38	9.62

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	542	540	99.63	29.26
Male	283	282	99.65	30.85
Female	259	258	99.61	27.52
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	38.46
Hispanic or Latino	522	520	99.62	29.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	513	511	99.61	27.98
English Learners	408	406	99.51	26.35
Students with Disabilities	82	81	98.78	14.81
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	52	51	98.08	1.92

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in Madison Elementary 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, library and/or media center on special days. Our Family Resource Center/ Wellness Center provides much needed support to families. Parents are always invited to help chaperon field trips. Madison Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts as well as supporting students socio-emotional needs; these may include:

- Back to School Night
- Open House Night
- Monthly Parent Meetings
- Monthly General Parent Meeting
- Music/choir and/or theatre performances
- Promotion activities
- Volunteer Opportunities
- Madres En Acción
- Student recognition assemblies
- SAC Parent Leadership
- Nutrition Classes
- ESL Classes
- Exercise Classes
- Knitting Classes
- Parenting Classes
- Discipline
- Police Academy
- Parent education training and/or workshops
- Madison Park Neighborhood Association Leadership Classes
- Madres En Accion
- Madison Park Neighborhood Association
- Counseling support

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 Councils

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 972-6400.

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 via the following formats:

- Blackboard Parent Link Automated Phone Messaging System
- School web site
- Public Service Channel 31
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- Social Media- Facebook, Instagram

**State Priority: School Climate**

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

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

**School Safety Plan**

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school’s most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.8	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

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

Title	Ratio
Academic Counselor*	.0

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

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	28	1	6		28		6		28	1	5	
1	30		5		29		5		27		5	
2	27		6		26		6		26		6	
3	27		6		30		5		29		5	
4	26		6		27	1	6		27	1	5	
5	28		6		25	1	5		29		6	
6	28		2		27	1	1	1	25		2	
Other**	9	4			7	2			6	4		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	2

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards and Frameworks. Professional development is selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. Staff training topics at Madison Elementary included: Collaborative Conversations, Text Deconstruction, Data Review, Open Court, Academic Language, Grading Practices, Digital Readworks and English Language Development.

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 and generally focus on curriculum, teaching strategies, and methodologies. District training opportunities focused on the following:

- Benchmark Advance Training
- Houghton Mifflin Math
- Irvine Math project
- Technology Training
- Writing
- Collaborative Conversations
- Academic Language Training
- Common Core Unit of Study Training
- Cognitively Guided Instruction
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- MAP and Extended Response Assessments in English Language Arts and Math
- Common Core State Standards training
- Units of Study for English Language Arts and Math
- Cognitively Guided Instruction
- Mindset
- Personalized Learning
- Science/ History Social Science
- Arts Training- Music, Visual and Performing Arts
- English Language Development
- Interim Assessments
- Social Emotional Learning/ We Care

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) 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. Two teacher interns receive additional support from district program specialists. More information about the TIPS Induction Program is available on [www.sausdtips.org](http://www.sausdtips.org).

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.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
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/).

#### Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

#### DataQuest

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

#### Internet Access

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

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7132	1405	5727	100972
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-18.6	1.9
School Site/ State	-26.5	16.1

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

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