

Santa Maria-Bonita School District Jimenez Elementary School

Grades TK through 6
Richard Ruiz, Principal
rruiz@smbdsd.net



1970 Biscayne St.
Santa Maria, CA 93458
PH: (805) 361-4340 FAX: (805) 346-8676

2014-15 School Accountability Report Card

Published January 2016

Santa Maria-Bonita School District
708 South Miller Street
Santa Maria, CA 93454-6230
(805) 928-1783

Website Address

www.smbdsd.org

2015-16 Board of Education

John Hollinshead
President

Linda Cordero
Vice President

Ricky Lara
Clerk

Bruno Brunello
Member

Jody Oliver
Member

District Administration

Matthew Beecher
Interim Superintendent

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

Welcome to our "Jiménez Family!" Our school is named after the late Santa Maria-Bonita School District employee Roberto Jiménez an outstanding community member and his brother Dr. Francisco Jiménez a phenomenal professor and author.

I invite you to explore JiménezElementary's annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Our school is staffed with highly qualified teachers who are extremely dedicated to helping our children succeed. We take it upon ourselves to be constant learners. Students receive a standards-based Common Core curriculum, presented by dedicated professionals based on the individual needs of the students. We are considerate of students' cultural backgrounds, and build students' learning based on prior knowledge. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Jiménez students. We welcome any suggestions or questions you may have about the information contained in this report or about any aspect of our school.

Mission Statement

Jiménez Elementary is an exemplary learning community. We embrace students, parents, business partners, and staff to foster an environment where everyone can learn and respect one another. We build the foundation of this community through meaningful relationships, rigorous and engaging instruction, and clear communication.

We challenge each other to continually strive for excellence. We advocate for the greater good of our community by promoting high standards and expectations for all. We challenge each other to continually strive for excellence by being responsive.

School Profile

Jimenez Elementary School is located in the southwestern region of Santa Maria and serves students in grades kindergarten through six following a modified year-round calendar. Jimenez Elementary School just opened in August 2015-16 and, therefore, will not have data for prior years available to report.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
		Transitional Kindergarten	0
		Kindergarten	0
		Grade 1	0
		Grade 2	0
		Grade 3	0
		Grade 4	0
		Grade 5	0
		Grade 6	0
		Ungraded	0
		Total Enrollment	0

Student Achievement

Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6.

Jimenez Elementary School opened in 2015-16 and, therefore, no data is available to report for 2014-15 and prior years.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	--	--	--

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the

school's progress in meeting 2014-15 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Jimenez Elementary School opened in 2015-16 and, therefore, no data is available to report for 2014-15 and prior years.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	JES	SMBSD	California
Overall Results	N/A	Yes	Yes
<i>Participation Rate</i>			
English Language Arts	N/A	Yes	Yes
Mathematics	N/A	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Jimenez Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	JES	SMBSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		18
% of Schools Currently in PI		94.7%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

Jimenez Elementary School opened in 2015-16 and, therefore, no data is available to report for 2014-15 and prior years.

California Standards Tests for All Students in Science -- Three-Year Comparison									
Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)									
Science (grades 5, 8, and 10)	Jimenez Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
	N/A	N/A	N/A	37	34	30	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	30
All Students (School)	N/A
Male	
Female	
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	
Pacific Islander	
Caucasian	
Multi-Racial	
English Learners	
Economically Disadvantaged	
Migrant Educ.	
Students with Disabilities	
Foster Youth	

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades

3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup.

Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Jimenez Elementary School opened in 2015-16 and, therefore, no data is available to report for 2014-15 and prior years.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts.

Other Pupil Outcomes – State Priority 8: Covered in Physical Fitness including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), parent conferences, the school marquee, and the school website. Contact Principal Richard Ruiz at (805) 361-4345 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Office Helper
Field Trips
PTC Activities
Sports/Athletics
Supervision

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Club
School Advisory Council
School Site Council

School Activities

Back to School Night
Educational Nights
Jog-A-Thon
Constitution Day
El Cafecito
Movie Nights
Autumn Festival

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Jimenez Elementary School's original facilities were built in 2014; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Jimenez Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Cleaning desktops and whiteboards
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2014
Acreage	--
Square Footage	--
Quantity	
Permanent Classrooms	33
Portable Classrooms	0
Restrooms (sets)	14
Teacher Work Room(s)	2
Cafeteria	1
Library	1
Computer Lab	1
Staff Lounge	1

Deferred Maintenance

Santa Maria-Bonita School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Jimenez Elementary School did not have any funds allocated to the site for repairs or replacement projects.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and staff are strategically assigned to designated entrance areas and the playground. During recess, campus supervisors monitor playground activity. Campus supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators and staff monitor student behavior to ensure a safe and orderly departure.

Jimenez Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Jimenez Elementary School 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 safety plan was developed in August 2015 and discussed with school staff in September 2015.

Classroom Environment

Discipline & Climate for Learning

Jimenez Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom

disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Jimenez Elementary School opened in 2015-16 and, therefore, no data is available to report for 2014-15 and prior years.

Suspensions & Expulsions			
	12-13	13-14	14-15
JES			
# of Students Suspended	0	0	0
# of Students Expelled	0	0	0
SMBSD			
# of Students Suspended	738	860	908
# of Students Expelled	5	1	2
California			
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Jimenez Elementary School revolve around the California State Standards.

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Jimenez Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need.

Jimenez Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Jimenez Elementary School are currently being aligned to the California State Standards. Instructional materials are

selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 09, 2015, the Santa Maria-Bonita's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 15-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Santa Maria-Bonita provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2010	Macmillan/McGraw-Hill, <i>California Treasures</i>	0 %
English/Language Arts with ELD Materials		
2010	National Geographic / Hampton Brown, <i>Inside Language, Literacy and Content</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
Mathematics		
2015	Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>	0 %
2015	McGraw Hill, <i>My Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Scott Foresman, <i>California Science</i>	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Jiménez is proud to offer an English/Spanish Dual Language Immersion (DLI) program to its students. Our DLI program is a parent option program which runs alongside our regular school program. Students from Jiménez's boundaries and students living in the SMBSD boundaries may apply to participate in the program. Parents who choose to have their children partake in the DLI program will give their child the opportunity to learn a new language (Spanish) and culture while maintaining the rigor and demands of the Common Core State Standards. Jiménez currently offers a DLI program to Kindergarten students. The program will expand each year. For example, this year, we offer DLI in Kinder, next year it will be offered in Kinder and First grade, the following year will be Kinder, First and Second grade. This program is an additive language program; students become proficient in their primary language while learning a new language. These skills allow students to catapult into our global society and economy with competitive language skills and cultural awareness.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Jimenez Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. Jimenez Elementary School's teachers utilize McMillan McGraw Hill's California Treasures series, a state-approved reading intervention program and textbook adoption. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Jimenez Elementary School's special education program is staffed by a Resource Specialist Program Teacher. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Jimenez Elementary School takes advantage

of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Jimenez Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using multiple measures, district benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Teacher Tutors (Small Group Instruction)
- Bilingual Instructors
- Bilingual Instructional Assistants (kindergarten program)
- After School Intervention Activities
- Leveled Group Instruction
- Migrant Extended Day Program
- ASES (After School Education & Safety)
- Two Reading Intervention Teachers (one primary and one secondary)

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Jimenez Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Jimenez Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Jimenez Elementary School opened in 2015-16 and, therefore, no data is available to report for 2014-15 and prior years.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0

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

Teacher Assignment

During the 2015-16 school year, Jimenez Elementary School had 28 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Jimenez Elementary School opened in 2015-16 and, therefore, no data is available to report for 2014-15 and prior years.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Jimenez Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	JES			SMBSD
	13-14	14-15	15-16	15-16
Total Teachers	0	0	28	585
Teachers with full credentials	0	0	28	585
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	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.*

District Expenditures

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 having similar average daily attendance throughout the

state. (Note: 2013-14 salary comparison data was the most recent data available and Jimenez opened 2015-16 so no data is reported.)

Salary Comparison 2013-14		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,483	\$43,091
Mid-Range Teacher Salary	\$75,982	\$70,247
Highest Teacher Salary	\$94,830	\$89,152
Superintendent Salary	\$194,647	\$192,072
Average Principal Salaries:		
Elementary School	\$113,792	\$112,492
Percentage of Budget:		
Teacher Salaries	40%	41%
Administrative Salaries	5%	6%

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

Expenditures Per Student

For the 2013-14 school year, Santa Maria-Bonita spent an average of \$7,703 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance

Note: Jimenez Elementary opened in 2015-16 for the first year of school and there is no data to report for the 2013-14 expenditures for this site.

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	JES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	N/A	N/A	N/A	N/A	N/A
Total**	N/A	N/A	N/A	N/A	N/A
Restr.†	N/A	N/A	N/A	N/A	N/A
Unrestr.††	N/A	\$4,581	0.00	\$5,348	0.00
Avg. Teacher Salary	N/A	\$74,999	0.00	\$72,993	0.00

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Jimenez Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Jimenez Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Jimenez Elementary School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria

Phone Number: (805) 925-0994

WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>

Number of Computers Available: 107

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.