Thomas A. Edison Elementary Academy

2063 Orange Ave. • Santa Ana, CA 92707-2833 • (714) 479-6900 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Santa Ana Unified School District

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School Description

Thomas A. Edison Elementary Academy (Edison) is located on Orange Avenue, east of South Main Street and north of East Warner Avenue.

Edison is now a completely renovated and modernized facility. All portable classrooms have been be replaced by two, two-story buildings containing 24 classrooms. The original buildings built in 1937 and 1951 have also been modernized. A staff parking lot has been added as well as new landscaping throughout the entire campus. All classrooms have a complete technology package that include Smart Boards, LCD projectors, Avermedia projectors, microphones and computers for students and teachers. The school also has three computer labs and two roving labs for student use. Edison is well equipped to prepare our students for college and career in the 21st Century.

Edison Elementary School Mission Statement:

To develop students ready for the 21st century who know how to:

Be responsible

Show initiative and creativity

Set goals and meet them

Get along with people of various backgrounds and cultures

Work collaboratively and individually to solve problems

Understand how to resolve conflicts

Edison incorporates two programs to increase student motivation by creating a positive school climate. One of these programs is called The Leader in Me. This program teaches students "The Seven Habits for Highly Effective People" (S. Covey). By applying these habits daily, our students will develop the skills needed to find success and leadership opportunities in their future. Our goal is to help all students find their own leadership abilities that they can apply throughout their lives. These leadership skills will prepare our students to communicate with others, work collaboratively (synergize), be proactive and always have a plan (Begin With the End in Mind). Students are given many opportunities in and out of the classroom to apply and practice their leadership skills throughout the day. Along with the The Leader in Me program, we incorporate Positive Behavioral Interventions and Supports (PBIS). This is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

An SAUSD District Run after-school program (Engaged 360) is available for Edison's students in grades 1-5 between 2:10 p.m. and 6:00 p.m. A portion of this time is devoted to homework completion, assistance and tutoring. The remaining time is spent engaging students in fun, organized activities and structured enrichment programs (music, dance, art, physical activity, etc.).

Edison also offers a Head Start preschool program on campus. Students are prepared with early literacy skills so they will enter kindergarten ready to learn.

Edison staff and parents work together with the Orange County District Attorney's Office, the Santa Ana Police Department and the SAUSD School Police Department to bring our 5th grade students a Gang Reduction Intervention Program (GRIP). Volunteers from these departments meet regularly with staff, parents and 5th grade students to educate all on how to stay safe in their community. Parents are taught how to identify if their child is getting involved in the wrong groups and how to monitor students for safe use of the internet. Students are taught how to deal with bullying and gang recruitment. Students are motivated by the team to stay in school and focus on their goals. Our GRIP team also created a group of parents called Greeters. These parents station themselves on the streets approaching the school to welcome students and wish them a great day. Greeters provide additional supports around our school neighborhood for our students' safety.

Edison has contracted with Turning Point to provide on site counseling services with therapists for our students as needed. Edison also has recently brought on board a Community Worker to support parents, attendance and student discipline. Edison continues to provide Parent Education Opportunities with weekly classes provided by Padres Unidos and Head Start. All parents are welcome to volunteer at school to support their children and teachers throughout the school year.

District Profile
Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 57,000 students in grades K-12, residing in the city of Santa Ana. As of 2014-15, SAUSD 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 86% enrolled in the Free or Reduced Price Meal program, 46% qualifying for English language learner support, and approximately 12% 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, 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

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 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/.
- 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/guardians and community members should contact the school at (714) 479-6900 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	113
Grade 1	100
Grade 2	111
Grade 3	102
Grade 4	98
Grade 5	82
Total Enrollment	606

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
American Indian or Alaska Native	0.5
Asian	0.8
Filipino	0.2
Hispanic or Latino	97.7
White	0.8
Socioeconomically Disadvantaged	92.1
English Learners	75.7
Students with Disabilities	15.3
Foster Youth	1.5

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			
Thomas A. Edison Elementary Academy	**13-14**	**14-15**	**15-16**
With Full Credential	21	26	26
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	2669
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Thomas A. Edison Elementary	**13-14**	**14-15**	**15-16**
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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	99.2	0.8
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	100.0	0.0

* 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 2015-16)

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 13, 2015, 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. 15/16-3080 which certifies as required by Education Code §60119 that for the 2015-2016 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.

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2008	Saxon Publishers *Saxon Math*	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill *Open Court Reading*	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	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 and 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 Thomas A. Edison Elementary Academy took place on 6/24/2015. 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: 6/24/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/24/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	17	25	44
Math	21	21	33

* 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.

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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	20	16	15	43	44	40	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	32.90	14.60	8.50

* 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.

2014-15 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	40
All Students at the School	15
Male	19
Female	12
American Indian or Alaska Native	--
Hispanic or Latino	14
White	--
Socioeconomically Disadvantaged	--
English Learners	5
Students with Disabilities	14
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	92	96.8	51	35	11	3
	4	90	88	97.8	53	27	14	6
	5	83	78	94.0	62	22	15	1
Male	3		38	40.0	47	37	13	3
	4		45	50.0	56	27	11	7
	5		37	44.6	70	19	8	3
Female	3		54	56.8	54	33	9	4
	4		43	47.8	51	28	16	5
	5		41	49.4	54	24	22	0
American Indian or Alaska Native	4		1	1.1	--	--	--	--
	5		1	1.2	--	--	--	--
Asian	5		1	1.2	--	--	--	--
Hispanic or Latino	3		91	95.8	52	34	11	3
	4		86	95.6	52	28	14	6
	5		75	90.4	61	21	16	1
White	3		1	1.1	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3		91	95.8	52	34	11	3
	4		87	96.7	53	28	14	6
	5		77	92.8	62	21	16	1
English Learners	3		72	75.8	61	29	8	1
	4		52	57.8	77	21	2	0
	5		40	48.2	85	10	5	0
Students with Disabilities	3		12	12.6	75	17	8	0
	4		11	12.2	100	0	0	0
	5		17	20.5	65	18	18	0
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	93	97.9	47	29	22	2
	4	90	90	100.0	32	39	24	4
	5	83	80	96.4	71	20	8	1
Male	3		38	40.0	53	26	18	3
	4		46	51.1	37	33	22	9
	5		37	44.6	73	16	8	3
Female	3		55	57.9	44	31	24	2
	4		44	48.9	27	45	27	0
	5		43	51.8	70	23	7	0
American Indian or Alaska Native	4		1	1.1	--	--	--	--
	5		1	1.2	--	--	--	--
Asian	5		1	1.2	--	--	--	--
Hispanic or Latino	3		92	96.8	48	28	22	2
	4		87	96.7	30	40	25	5
	5		77	92.8	71	19	8	1
White	3		1	1.1	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3		92	96.8	48	29	21	2
	4		87	96.7	31	39	25	5
	5		79	95.2	72	19	8	1
English Learners	3		73	76.8	55	29	16	0
	4		53	58.9	47	43	9	0
	5		42	50.6	81	14	5	0
Students with Disabilities	3		12	12.6	58	33	8	0
	4		11	12.2	91	9	0	0
	5		17	20.5	82	6	6	6
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 Edison 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, and library. Parents are always invited to help chaperon field trips. Edison Elementary 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 theater performances
• Sports events
• Promotion activities
• Student recognition assemblies
• Parent education training and/or workshops

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

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 479-6900.

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:
• Parent Link Computerized Phone System
• School web site
• Public Service Channel 31 or 51
• Class newsletters
• Monthly School Newsletter
• Special Event Flyers
• School Marquee/Banners
• New Student Orientation

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 2014-2015 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.84	3.90	3.45
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.86	4.32	3.46
Expulsions Rate	0.13	0.10	0.06
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	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

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	32	30	28				3	3	4			
1	27	28	30				4	4	3			
2	30	30	28				4	4	4			
3	30	25	24	1			4	3	4			
4	33	33	32				1	1	3	1	1	
5	33	34	27				2		3	2	3	
Other			11			2						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.80
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.2
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

At the elementary level -
- GLAD Training (Guided Language Acquisition Design)
- SDAIE Training (Specially Designed Academic Instruction In English)
- Technology Training
- Differentiated Instruction
- English Language Development for English Learners
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping (Backwards Planning from the Standards)
- Thinking Maps
- Write from the Beginning
- Collaborative Conversations
- Research Based Intervention Program Training
- Text Complexity
- *Academic Language
- *Positive Behavior Strategies

At Edison, teachers continued to learn how to make the instructional shift to teach the new Common Core State Standards. Specifically, teachers learned about text complexity, collaborative conversations and academic language. Teachers learned how to help their students better express their thinking, encouraging them to have an opinion and to work together to solve problems. In addition, teachers focused on learning how to implement new technology in their rooms (Smart Boards, Lexia Reading software, Accelerated Reader Program, Google Docs, Smarty Ants, myOn Reading, use of Chrome Books). Staff development at Edison occurs before the start of the school year as well as after school. Teachers are supported in the implementation of new strategies at Edison through in-class coaching, teacher-principal meetings, and student performance data reporting.

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. More information about the TIPS Induction Program is available on 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 provided by SAUSD or sponsored by the Orange County Office of Education, as well as courses offered by community colleges such and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Professional Development provided for Teachers

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities in Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2013-14 school year, our school sponsored three days of staff development. Staff training topics at the individual school sites may have included: Open Court Reading, Frontloading Language for English Learners, Thinking Maps, Write From the Beginning strategies, Guided Language Acquisition Design, a focus on Standards Based Lessons,effective teaching strategies from Marzano, et al., effective grading practices, etc.

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. During the 2014-15 school year, district training opportunities focused on the following:

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$50,606	$43,165
Mid-Range Teacher Salary	$77,280	$68,574
Highest Teacher Salary	$98,055	$89,146
Average Principal Salary (ES)	$120,586	$111,129
Average Principal Salary (MS)	$123,100	$116,569
Average Principal Salary (HS)	$136,147	$127,448
Superintendent Salary	$300,000	$234,382
Percent of District Budget		
Teacher Salaries	40%	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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,374	$927	$4,448	$93,795
District	♦	♦	$4,474	$81,556
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			-0.6	15.0
Percent Difference: School Site/ State			-16.8	28.5

* Cells with ♦ do not require data.

Types of Services Funded

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
- 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 Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.