Thomas Jefferson Elementary School

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

Santa Ana Unified School District

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School Description

Thomas Jefferson Elementary School (Jefferson Elementary) is an inner city neighborhood school within SAUSD and located in the Southern most end of central Orange County, in California.

Jefferson Elementary's boundaries are extended to include two surrounding neighborhoods. These extensions cover the areas that surround two fundamental school sites. A little over one third of Jefferson's population come from these nearby neighborhoods, and these students are transported by bus to Jefferson, as many of them reside up to two miles from the campus. Another third of Jefferson's population come from the school's surrounding single-family homes and apartments. The remaining student population come from neighborhoods belonging to other schools and other cities and enroll as inter- or intra-district transfers to attend the K-5 Spanish Dual Immersion Program. Jefferson Elementary is one of the four district schools that offer a K-5 Dual Immersion program, along with King Elementary, Lowell Elementary and Pío Pico Elementary. Jefferson utilizes the 90/10 Dual Immersion model.

Jefferson Elementary's K-5 Dual Language Immersion program is a unique opportunity that brings together Spanish and English speaking students in an effort to develop full bilingualism in English dominant students, and English learners. The Dual Immersion program celebrated its 14-year anniversary during the 2013-2014 school year. Enrollment is open to kindergarten and first grade students residing within and outside of the district, with permission from their neighborhood district. Participating students acquire knowledge in all academic subjects to either meet or exceed academic standards established by the state. Beginning in kindergarten, students receive 90% of instruction in Spanish and 10% in English. The percentage of Spanish decreases as the percentage of English increases, until students begin their fifth grade year, with 50% of instruction in English and 50% in Spanish. For more information about the Dual Immersion program, please visit our school office or visit the school's website.

Jefferson Elementary staff strive to instill in each student a sense of responsibility, scholarly pride and a positive self-image by building an effective home-school partnership. Parents are encouraged to be active participants in their child's educational success. Parents are asked to volunteer at least 6 hours throughout the school year by choosing to participate as committee members, volunteer in their children's classrooms or participate in and attend school-wide activities. We believe that parent involvement is critical to the overall success of each child. Parent involvement is highly valued and encouraged here at Jefferson Elementary.

In all of our comprehensive programs, Jefferson Elementary maintains a commitment to provide a strong instructional program. Teachers, staff, and administration adhere to the principles of putting students first, creating success for all students and building scholars one student at a time.

School Mission:

Our vision at Jefferson Elementary is to provide a safe and positive learning environment with the collaborative efforts of our parents, staff members, teachers and scholars by delivering a 21st century education and presenting intellectually challenging material to help our scholars become college and career ready, and to succeed in our complex and diverse global society while developing social skills and self-esteem.

To deliver our vision, the mission of the Jefferson Elementary community is to provide a quality Common Core instructional standards-based program that meets the needs of all scholars, fostering mutual respect and collaboration and building self-esteem, integrity and confidence in a rich, safe and supportive academic environment.

District Profile

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

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

District Mission

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

District Vision

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (714) 285-3700.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	155
Gr. 1	152
Gr. 2	141
Gr. 3	133
Gr. 4	157
Gr. 5	130
Gr. 6	29
Total	897

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	4.0
Filipino	1.0
Hispanic or Latino	88.5
Native Hawaiian/Pacific Islander	0.1
White	4.2
Two or More Races	0.6
Socioeconomically Disadvantaged	84.2
English Learners	61.2
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Thomas Jefferson Elementary School	12-13	13-14	14-15
Fully Credentialed	36	36	35
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Thomas Jefferson Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

Year Adopted	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, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Thomas Jefferson Elementary School took place on 6/27/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/27/2014				
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]	[ ]	[ ]	39: Some floor tiles are broken. s/c: 255084 46: One tile needs to be replaced. s/c: 255084 Office: Broken Ceiling Tiles. s/c: 255083
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	19: One Ballast is out. s/c: 255081 28: One Ballast is out. s/c: 255081 3: One ballast out. s/c: 255081 Lounge Room: One Ballast is out s/c: 255081 Portable SA: There are 3 electric pipes from old five alarm system that need to be removed. s/c: 255081
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Upper Boy's Restroom: Two urinals off the wall are missing tiles under needs repair. s/c: 255082
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	20: One broken floor tile needs to be replaced. s/c: 255084 Portable GD: Exterior wall siding panels needs repair s/c: 255083
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 Pupil Achievement State Priority (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	37	53	35	48	47	47	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	45	43	40	43	45	44	54	56	55
Math	59	61	58	47	48	45	49	50	50
HSS				37	40	41	48	49	49

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

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	3
Similar Schools	3	6	3

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.4	17.9	19.5

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

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	47
All Student at the School	35
Male	30
Female	41
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	31
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	32
English Learners	3
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	7	13	-30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	13	-30
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	9	13	-30
English Learners	6	18	-42
Students with Disabilities			

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents are encouraged to be involved in Jefferson Elementary School's learning community by volunteering their time to participate in school activities, attend school events, or share in the decision-making process, and are kept informed through our school to home communication system.

Parent Volunteers for School Activities:

As volunteers, Jefferson parents assist in the classrooms with small group, help in the library, serve as chaperones on field trips, help coordinate class and school-wide events, give presentations on careers and hobbies, publish a newsletter, and hold parent workshops. Call the office at (714) 285-3700 for information on how you can fill out a volunteer form, so we can call you for special events throughout the year.

Attendance at School Events:

Jefferson Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. Parents attend parent/teacher conferences, Back-to-School Night, and Open House. We also have parents who coordinate after-school enrichment programs. Other school events include:

- Student performances
- Fundraisers
- Music/choir and/or theatre performances
- Science fairs

- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

Decision Making Parent Groups:

The School Site Council (SSC), English Language Advisory Committee (ELAC), and the Parent Teacher Organization (PTO) include several parent members and meet monthly to facilitate school decisions. The SSC and ELAC monitor the school budget and the School Improvement Plan. The PTO's is in charge of many school events, and additional fund-raising events which have helped purchase a variety of needed items, such as our risers, PE equipment, Fifth Grade Outdoor Science Camp and several field trips.

School to Home Communication:

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

- Parent Link
- Jefferson elementary School's Web Site
- Public Service Channel 31 or 51
- School and/or Class Newsletters

- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations

State Priority: School Climate

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

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

School Safety Plan

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

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	1.7	0.7	0.1
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

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

2014-15 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

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

Average Class Size and Class Size Distribution											
Average Class Size			**Number of Classrooms***								
			1-20			**21-32**			**33+**		
Grade	**12**	**13**	**14**	**12**	**13**	**14**	**12**	**13**	**14**	**12**	**13**	**14**
Kinder.	31.8	20	19	0	3	3	2	5	5	2		
Gr. 1	21.4	17	19	3	4	3	4	5	5	0		
Gr. 2	19.2	16	16	6	4	5	3	4	4	0		
Gr. 3	31	17	15	0	4	5	4	5	4	0		
Gr. 4	24.2	27	17	3	1	4	3	1	3	0	3	2
Gr. 5	30	23	26	1	2	1	0	1	2	3	3	2
Gr. 6	35	25	15	0		1	0	1	1	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

* Blanks indicate unreported data

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

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

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,791	$1,583	$4,208	$82,577
District	◆	◆	$4,130	$78,285
State	◆	◆	$4,690	$70,720
Percent Difference: School Site/District			1.9	5.5
Percent Difference: School Site/ State			-10.3	16.8

Types of Services Funded at Thomas Jefferson Elementary School

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

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

Professional Development provided for Teachers at Thomas Jefferson Elementary School

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

All staff development activities in the Santa Ana Unified School District are focused on increasing student learning and proficiency. We dedicated two and one half days of professional development each year, and one hour every Wednesday to this training. Staff members also have regular opportunities for collaboration. Below is a brief list of our staff development workshops:

- using formative assessment (exit tickets) to check for understanding
- increasing student usage of academic vocabulary in listening, speaking, reading and writing, as prescribed by of the Common Core State Standards
- utilization of SMARTY Ants for Tier II/III students in Language Arts
- increasing access and usage of the MIND Institute's "Jiji" Math Program
- establishing independent workstations, to create quality independent practice, and increase guided practice opportunities
- increasing the usage of Accelerated Reader schoolwide with the usage of laptop carts
- increasing STEM lessons, with the ENGINEERING IN EDUCATION KITS
- creating and implementing an Elementary Robotics Lab
- implementing one-to-one devices in 8 classrooms, grades 2-5

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 2013-14 school year, district training opportunities focused on the following:

At the elementary level -
- Common Core Curriculum
- Academic Vocabulary
- GLAD Training (Guided Language Acquisition Design)
- CTAP Technology Training (California Technology Assistance Project)
- Differentiated Instruction
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Benchmark Assessments in Language Arts and Math
- Response to Intervention Strategies
- MIND Institute for Math Intervention

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available on the SAUSD website.

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.

Teachers are supported during implementation of research-based strategies through weekly in-class formal and informal observations and administrator feedback, as well as Teacher/Administrator Chats which occur three times each year. Teachers also meet every other week in collaborative grade level meetings to discuss implementation of target content strategies, target students working below grade level, and grade level assessment results.