Lathrop Intermediate School

1111 South Broadway • Santa Ana, CA 92707-1205 • (714) 567-3300 • Grades 6-8
Adrian Ayala, Principal
adrian.ayala@sausd.us

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

Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
(714) 558-5501
www.sausd.us

District Governing Board

John Palacio, President

Cecilia Iglesias, Vice President

Valerie Amezcua, Clerk

José Alfredo Hernández, J.D., Member

Rob Richardson, Member

District Administration

Richard Miller, Ph.D.
Superintendent

Stefanie Phillips
Deputy Superintendent, Operations, CBO

David Haglund, Ed.D.
Deputy Superintendent, Educational Services

Mark McKinney
Associate Superintendent, Human Resources

Dawn Miller
Assistant Superintendent, Secondary Education

Michelle Rodriguez, Ed.D.
Assistant Superintendent of Elementary Education

Doreen Lohnes
Assistant Superintendent, Support Services

Joe Dixon
Assistant Superintendent, Facilities Planning and Governmental Relations

School Description
Julia C. Lathrop Intermediate School is located at the corner of S. Broadway and W. McFadden Ave.

Since the 2012-2013 school year Lathrop Intermediate School students has participated in a six period day. All students will have one period of mathematics, English language arts (ELA), science, social science and physical education. In addition, all Lathrop Intermediate School students will have one period of an elective. The elective program will consist of Art, Technology, Multimedia/Digital Art, AVID, MESA, PAL (Peer Assistant Leadership), Band, Orchestra, and English Intervention (Scholastic Read 180 & System 44). Additionally, 1 day a week, Lathrop students participate in a College Preparation "Seminar" period lasting 27 minutes which emphasizes study skills, character building and high school, college and career planning to be a successful student. Students are assigned to the same College Prep teacher for the 3 years they attend Lathrop.

Parental involvement and parent education is focused on the development of awareness and understanding of the educational processes. All parent activities are designed to establish transparent, credible processes for community and stakeholder involvement. School Site Council (SSC) and the English Learners Advisory Committee (ELAC) provide parents information that support and emphasize parent decision making at the site and district level. Lathrop is well represented at the DAC/DELAC, LCAP District meetings, and at the annual district wide parent conference.

In the past three years, Lathrop Intermediate has demonstrated a steady growth in the four core areas, English Language Arts (ELA), Mathematics, Science, and History - Social Studies (H-SS). In 2012-2013, the school along with our district and many others has experienced a drop in ELA and Mathematics, as measured by the California Standards Tests (CST). However, Lathrop has maintained the growth in student achievement in Science and H-SS while many other schools in the state have experienced a small drop in these two areas. With the support of the district office, Lathrop has collaboratively worked with teachers, parents, curriculum specialists, and other organizations such as Scholastics and Silicon Valley Math Initiative to engage our students in learning through the implementation of academic conversations and mathematical practices. As a school, Lathrop has committed to working diligently to improve teaching and learning in ELA and Mathematics and developing effective strategies in improving student achievement in Science and H-SS.

School Mission:

Lathrop Intermediate School is dedicated to educational excellence. Provided with a rigorous, new state standards based curriculum, students are enabled to construct the academic and technological skills necessary for success in high school, college and career.

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) 567-3300.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.1
Asian	1.0
Filipino	0.0
Hispanic or Latino	98.6
Native Hawaiian/Pacific Islander	0.0
White	0.3
Two or More Races	0.0
Socioeconomically Disadvantaged	99.0
English Learners	43.7
Students with Disabilities	15.2

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	291
Gr. 7	386
Gr. 8	417
Total	1,094

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			
Lathrop Intermediate School	**12-13**	**13-14**	**14-15**
Fully Credentialed	58	50	48
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	3	3	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			
Lathrop Intermediate School	**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	93.88	6.12
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	Intermediate School Textbook Publisher	Grades
Mathematics		
2008	CGP Education, *California Mathematics*	6
2008	CGP Education, *California Mathematics*	7
2008	Holt, Rinehart, Winston, *Holt California Algebra Readiness*	8
2008	College Preparatory Mathematics, *California Algebra Connections*	8
Language Arts		
2010	Hampton Brown, *Inside Language (A-G))*	6-8
2002	Holt, Rinehart, Winston	6-8
Science(s)		
2007	Holt, Rinehart, Winston, *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8
Social Science		
2006	Pearson/Prentice-Hall, *Ancient Civilization*	6
2006	Pearson/Prentice-Hall, *Medieval & Early Modern Times*	7
2006	Glencoe/McGraw Hill, *Discovering our past: The American Journey to WWI*	8

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds.

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

The most recent facilities inspection at Lathrop Intermediate School took place on 7/1/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/1/2014				
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]	[ ]	108 A: Repair carpet s/c: 254653 108 B: Repair carpet s/c: 254653 116: Damaged ceiling tiles s/c: 254647 117: Damaged ceiling tiles s/c: 254647 Carpet repair or replace s/c: 254653 214: Ripped carpet on entrance s/c: 254653 228: Repair seam on carpet s/c: 254653 Boiler Rm: Need drywall repair by water heater s/c: 254651 Chiller Rm: Drywall repair in corner s/c: 254651 Library: Ripped carpet on corner s/c: 254653 Lobby: Missing ceiling tiles s/c: 254647 Flooring repair s/c: 254653 Lunch Area: Missing/broken querry tiles on top of planter s/c: 254648 PE Boys: Locker doors & buttons need repair s/c: 254648 PE Girls: Locker doors & buttons need repair s/c: 254648
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	Assistant Principal: Exposed wires s/c: 254649
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Boys RR Upstairs: Faucet keeps running for long time s/c: 254652 Boys RR: Broken drain strainer also missing clean out cover s/c: 254652 Girls RR: Missing clean out cover s/c: 254652 PE Blacktop: Drinking fountain needs metal plate under s/c: 254652
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Office: Capped fire sprinkler s/c: 254648
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	North Stairs: Hand rail needs to be secured to the wall s/c: 254648
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	36	39	38	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	26	31	27	43	45	44	54	56	55
Math	32	37	30	47	48	45	49	50	50
HSS	21	29	33	37	40	41	48	49	49

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

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	5	4

* 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
7	16.6	18.2	13.9

* 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	38
Male	42
Female	34
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	38
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	38
English Learners	15
Students with Disabilities	50
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	18	36	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	35	-16
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	17	33	-17
English Learners	21	33	-13
Students with Disabilities	98	24	43

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

C. Engagement

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

Opportunities for Parental Involvement
Parents are encouraged to get involved in Lathrop Intermediate School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, parent center, library and media center. Parents are always invited to help chaperone field trips, dances or any other school events. Lathrop Intermediate School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

• Program Verification / Parent Inservice
• Back to School Night/Open House
• Classroom visits
• Student performances
• Music/choir and/or theatre performances

• Science fairs
• 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 Learners Advisory Committee
• Parent Teacher Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 567-3300.

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:

• Edulink System / Teleparent
• School web site
• Public Service Channel 31 or 51
• 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	16.1	11.2	10.8
Expulsions Rate	0.2	0.1	0.1
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	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

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

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.												
Gr. 6		22	20		38	44		66	49		11	10
English	22.9	21	22	27	28	25	47	21	24	0		
Math	20.4	22	22	21	12	13	21	25	24	0		
Science	23.6	23	26	7	6	5	27	29	26	0		
SS	23.6	21	24	8	14	7	26	24	27	0		

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

* Blanks indicate unreported data

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	508

* 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	$5,987	$2,484	$3,503	$74,898
District	♦	♦	$4,130	$78,285
State	♦	♦	$4,690	$70,720
Percent Difference: School Site/District			-15.2	-4.3
Percent Difference: School Site/ State			-25.3	5.9

Types of Services Funded at Lathrop Intermediate School

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

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA 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 Lathrop Intermediate School

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the New State Standards and CA 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 at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2014-15 school year, our school has sponsored three days of staff development. Staff training topics at the individual school sites included: Academic Language Modules 1 -4, Positive Behavior Interventions Support , utilizing technology to extend learning (teacher website and Schoology), effective student engagement practices, lesson planning, and effective teaching strategies.

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, educational technology, and methodologies. During the 2014-2015 school year, district training opportunities focused on the following:

At the secondary level -
- English Language Arts Units (New State Standards)
- QTEL Training (Quality Teaching for English Learners)
- AVID Training (Advancement Via Individual Determination)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Technology in the classrooms with Learning Innovation with Technology Department

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 tenured 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.