



# James Russell Lowell Elementary

700 South Flower St. • Santa Ana, CA 92703-4896 • (714) 972-6300 • Grades K-5

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



### Santa Ana Unified School District

1601 East Chestnut Avenue  
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[www.sausd.us](http://www.sausd.us)

#### District Governing Board

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**Assistant Superintendent of  
Elementary Education**

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Services**

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Planning and Governmental  
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### School Description

James Russell Lowell Elementary School (Lowell Elementary) is located at the corner of S. Flower Street and W. Bishop Street. The staff, students and parents of Lowell Elementary are committed to creating a safe and nurturing professional learning community. The staff is dedicated to providing all students with a rigorous, standards-based instructional program. With our support and guidance, we expect every student to take responsibility for their learning and achieve academic excellence.

Our highly trained and competent staff will ensure that our students achieve their optimum potential by using research-based, Common Core and state standards-driven instructional practices, by scaffolding the learning, differentiating instruction and utilizing student engagement strategies to ensure all students are career and college ready. The staff will establish a print-rich, high-quality environment conducive to learning and the achievement of high academic success for all students. As a developing Professional Learning Community, we will collaborate, reflect and make informed decisions to better meet our student's needs, to increase student achievement and to insure that students are career and college ready.

All Lowell Elementary students will be engaged in a meaningful, standards-based curriculum that integrates literacy across all curriculum areas and encourages high-level critical thinking skills. Our students will gain a life-long love of reading and learning, and will attain the social and citizenship skills necessary to face a diverse and dynamic world. Students will learn to critically solve problems both individually and cooperatively. At Lowell Elementary, students will be held to high expectations both academically and behaviorally.

Parent participation is essential to the success of every child. The school community will motivate parents to participate in comprehensive parent education programs so that they will be empowered to assist their children to become contributing members of the community.

### School Mission:

Lowell Elementary will empower students to reach their maximum potential in academic excellence and develop respect for individual differences as they become productive and contributing members of our community. Our goal is to ensure our students have the knowledge and skills to be career and college ready. This goal will be accomplished through a partnership involving the students, parents, staff and community.

## Behavioral Statement of Purpose:

At Lowell, we are a community of respectful, responsible and safe scholars who learn and develop academically and socially to ensure success in ourselves and others.

At Lowell, all students can and will learn.

## 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) 972-6300.

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	0.2
Filipino	0.0
Hispanic or Latino	99.7
Native Hawaiian/Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	98.0
English Learners	81.4
Students with Disabilities	10.7

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	161
Gr. 1	160
Gr. 2	154
Gr. 3	156
Gr. 4	140
Gr. 5	129
Total	900

## 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			
James Russell Lowell Elementary	12-13	13-14	14-15
Fully Credentialed	33	32	35
Without Full Credential	0	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			
James Russell Lowell 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
<b>Districtwide</b>		
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
<b>Mathematics</b>		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
<b>Language Arts</b>		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West Language!	4-5
<b>Science(s)</b>		
2008	MacMillan/ McGraw Hill California Science	K-5
<b>Social Science</b>		
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 (MandO) 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 MandO'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.

A new, permanent building now houses 13 new classrooms, a new computer lab and an classroom. The new building was completed in December 2009 and the entire grounds were renovated by August 2012. In the summer of 2012, the main building was re-modernized to meet ADA compliance. Permanent walls were installed and the additional technology is now in the classroom including Smart Boards and projectors. A new fire alarm system was also installed. All Kinder classes now have their own attached restroom. Facilities repairs are made regularly at the school site.

The most recent facilities inspection at James Russell Lowell Elementary 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Rm 205: Grinding noise coming from A/C unit s/c: 254645
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Downstairs Girls RR North side: 1 cracked ceramic baseboard tile s/c: 254642 Kitchen: Ceramic tile has many knicks very old tile 44+ years s/c: 254642 Library: Hole in stucco above rm 4 s/c: 254646 MPR/Stage: Hole in wall s/c: 254646 Missing wall plate in stage;Two lights out, check ballast s/c: 254640 Office: Broken wood on window ledge s/c: 254639 Rm 1: Ceiling inside storage rm has unfinished drywall s/c: 254646 Rm 104: Built in cabinet has missing cylinder lock s/c: 254644 Rm 12: Back wall has few knicks & need painting (navajo white) s/c: 254646 Rm 13: Replace 1 bad ceiling tile s/c: 254639 Rm 22: Stained ceiling tiles s/c: 254639 Repair leaking pipe from the roof s/c: 254641
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	MPR/Stage: Hole in wall s/c: 254646 Missing wall plate in stage;Two lights out, check ballast s/c: 254640 Rm 14: Circuit panel door will not close, knob inside will not close s/c: 254640 Rm 21: Repair light fixture starting to hang from corner s/c: 254640 Women's RR near Rm 13: Electric water heater not working s/c: 254640
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Downstairs Boys RR West side: Middle toilet leaks from neck when flushed s/c: 254641 Men's Staff RR in Lounge: Toilet leaking at neck s/c: 254641 New Building: One drinking fountain not working on South side s/c: 254641 North side Drinking fountain: 1 plugged fountain s/c: 254641 Rm 8: Fountain shoots water & splatters s/c: 254641 Upstairs Girl's RR North side: Handicap toilet leaking from neck s/c: 254641 Upstairs Girl's RR West side: Left sink leaking (temp shut off) s/c: 254641
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	

**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	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	Outside Rm 5: Broken moulding outside rm 5 under windows s/c: 254639 Rm 22: Stained ceiling tiles s/c: 254639 Repair leaking pipe from the roof s/c: 254641
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Door next to Rm 11: Bottom sweeper is bent on the door s/c: 254643 Field Playground: Fall matting;Rubber surface Artificial grass lifting in some areas s/c: 254643 Patio Area: Requesting rain gutters s/c: 254643 Patio Lunch Area: Need bird spikes, pigeons leave mess s/c: 254643
<b>Overall Rating</b>	<b>Exemplary</b> [ ]	<b>Good</b> [X]	<b>Fair</b> [ ]	<b>Poor</b> [ ]

## 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	45	38	24	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	30	38	34	43	45	44	54	56	55
Math	58	63	63	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	2	3	3
Similar Schools	4	6	7

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

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.9	15.2	11.4

\* 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	24	
Male	27	
Female	21	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	24	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	25	
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	33	31	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	34	30	-14
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	43	31	-14
English Learners	37	26	-11
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 get involved in Lowell 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 and/or media center on special days. Parents are always invited to help chaperone field trips. Lowell 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:

- Conexiones Counseling and Case Management
- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theatre performances
- Science fairs
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Padres Unidos
- Project2Inspire
- GRIP Parent Education
- Parent Volunteer program
- GRIP Parent Greeter program
- Parent Volunteers
- Parents pARTners
- GRIP Parent Greeter program
- English classes
- Parent Computer Education Classes

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 Learner Advisory Council

Parents have the opportunity to become involved on district committees as well including:

DAC- District Advisory Council

DELAC- District English Learner Advisory Council

CIT- Continuous Improvement Team

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 972-6300.

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:

- Progress Reports
- Report Cards, Conferences
- Student Success team meetings/ IEPs
- Monthly School Newsletter
- Website
- Phone calling system
- School web site
- Public Service Channel 31
- Class newsletters
- Flyers
- Letters
- School Marquee/Banners

Contact the site at (714) 972-6300 for further questions.



**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.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	0.5	0.3	1.4
<b>Expulsions Rate</b>	0.0	0.0	0.0
<b>District</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	7.0	4.9	4.3
<b>Expulsions Rate</b>	0.1	0.1	0.1
<b>State</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	5.7	5.1	4.4
<b>Expulsions Rate</b>	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.	30.6	25	23	0	1	2	5	5	5	0		
Gr. 1	25	26	20	0	1	3	6	5	5	0		
Gr. 2	22.4	26	26	1	1	1	6	5	5	0		
Gr. 3	24.2	21	26	0	2	1	5	5	4	0		1
Gr. 4	24.3	24	28	1	2	1	5	2	1	0	1	3
Gr. 5	26.2	23	26	1	2	1	5	3	3	0	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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

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/](http://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	\$5,063	\$863	\$4,200	\$83,376
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			1.7	6.5
Percent Difference: School Site/ State			-10.4	17.9

**Types of Services Funded at James Russell Lowell Elementary**

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 Partnership 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 James Russell Lowell Elementary**

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, teacher input, state content standards, and professional development surveys. RTI staff development has been an addition in the last couple of years to assist our students through specific interventions. Professional development has occurred through after-school workshops, workshops attended at universities, district workshops, and individual mentoring (particularly in special education).

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2013-14 school year, our school sponsored two and a half days of staff development. Staff training topics at the school sites have included: Common Core Implementation, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., effective grading practices, etc. Teachers also attended training in Cognitively Guided Instruction.

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 and in bold specifically at Lowell Elementary-

- Collaborative Conversations
- Common Core State Standards
- ELD Standards
- Open Court Curriculum
- Collaborative Academic Conversations
- Text Complexity
- Close Reading
- Cognitive Guided Instruction
- Common Core Units of Study
- PALS
- ST Math/ MIND Institute
- Response to intervention/Differentiated Instruction
- Strategic Schooling
- SIOP- Sheltered Instruction Observation Protocol
- SDAIE Training (Specially Designed Academic Instruction In English)
- CTAP Technology Training (California Technology Assistance Project)
- SEBT/ Dual program
- Gifted and Talented Education
- Parent Education
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Write from the Beginning
- Benchmark Assessments in Language Arts and Math

All teachers at Lowell received extensive staff development and in class support through demonstration lessons from the CLAS( Certificated Learning and Assessment Specialist) teacher. New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development from a support provider and district personnel through the BTSA program. 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.