



Remington Elementary

1325 East Fourth Street • Santa Ana, CA 92701-5111 • (714) 972-7600 • 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

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School Description

Remington Elementary is a neighborhood school located at 1325 East Fourth Street in Santa Ana. At present, 350 students are enrolled in grades kindergarten through fifth grade. The school facilities support 4 classrooms and the library in the main building, with an additional 10 classrooms in bungalows. The resource rooms for the TOSA and the school psychologist are located in the main building. Remington's multipurpose room is located in a separate building. An additional bungalow houses the computer lab with 35 computers.

Remington serves a community that is primarily Latino, impoverished and second language learners of English. Remington exceeds the district average for poverty (95.4% free and reduced lunch) and second language learners of English. There is significant adult illiteracy in the community. According to the 2013-2014 parent education level survey, approximately 55% of Remington parents did not graduate from high school, 28% are high school graduates, 17% have some post secondary education or have graduated from college, and 1% have completed graduate school.

Remington Elementary follows a traditional calendar and is fully compliant with Ed-code instructional minutes. Students in kindergarten receive 36,040 minutes of instruction. Students in first through third grade receive 50,750 minutes of instruction, while students in grades 4 and 5 receive 54,350 minutes of instruction. Students receive a total of 180 days of instruction, with 134 days on regular day schedule and 46 on modified day schedule.

Remington's demographic data has remained relatively stable over the last few years. This year, 95.4% of our students participated in the free and reduced lunch. While the school's total enrollment had been dropping until 2008, there was an 8.2% enrollment increase in the 2008-2009 school year that remained steady through 2013-2014. The percentage of the ethnic population has remained relatively unchanged at 98.29% Hispanic, 0.29% American Indian/Non-Hispanic, 0.29% White, and 0.86% Asian. There has been a 0.58 increase in actual attendance to 97.19% in the 2013-2014 school year.

Remington is in compliance with district average for class size at each grade level. The average class size for students in the last two years has been 31:1 for Kindergarten, 30:1 for grades 1-3, and 34:1 for grades 4-5. The overall average class size at Remington Elementary increased 3.7% this year.

Remington's English learner population remained stable at 71.7% in grades K-5. 99.6% of our English Learners list Spanish as their first language. Last year, 28 students were re-designated, representing 12.1% of our EL population. To meet the needs of our students and ensure their success, Remington offers a Structured English Immersion (SEI) program and an English Language Mainstream (ELM) program along with special programs including Gifted and Talented Education (GATE), Speech, Resource Specialist Program (RSP), K-5 Special Day Classes (SDC), K-5 SUCSESS classes, and an instrumental and vocal music program.

100% of teachers at Remington Elementary are fully credentialed and appropriately certificated in accordance with the requirements of the Elementary and Secondary Education Act (ESEA). All of the teachers at Remington Elementary are fully qualified to provide English learner instructional services. Our staff boasts many advanced degrees, one teacher having a Doctorate degree and National Board Certification, and the other 14 teachers carrying Masters Degrees. These percentages reflect Remington's commitment to education and higher learning.

School Vision:

The administration, parents, and staff of Remington Elementary are committed to promoting academic excellence and developing lifelong learners through the implementation of research and standards-based curriculum, provided by highly qualified professionals, with parents as active participants in a cooperative and supportive learning environment.

School Mission:

The Remington Elementary staff and the community believe that all students should have a sense of purpose that will lead them to achieve success by attaining goals that will provide them an opportunity to work toward their maximum potential and ensure all students are college and career-ready.

The goal of the Remington staff is to offer all students access to a school climate that has a high quality, rigorous, research and standards-based curriculum to help all students meet the Common Core State Standards by promoting critical thinking skills and accelerating academic progress in all areas. We believe in incorporating the valuable resources available from parents and the community to foster each person's unique talents and abilities. Our purpose is to provide a safe and positive environment that promotes high academic achievement and supports all students in reaching academic and career goals.

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) 972-7600.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	62
Gr. 1	59
Gr. 2	63
Gr. 3	70
Gr. 4	37
Gr. 5	59
Total	350

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	0.0
Hispanic or Latino	98.3
Native Hawaiian/Pacific Islander	0.0
White	0.3
Two or More Races	0.3
Socioeconomically Disadvantaged	96.9
English Learners	71.7
Students with Disabilities	17.7

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

Remington Elementary	12-13	13-14	14-15
Fully Credentialed	18	16	17
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

Remington 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 <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	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 Remington Elementary took place on 6/26/2014. 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: 6/26/2014

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]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	7101: Roof needs repair (shingles are broken) s/c: 255206 Repair/Replace old damaged wood door s/c: 255207 7102: Roof needs repair (shingles are broken) s/c: 255206 Repair/Replace old damaged wood door s/c: 255207 8103: Patch holes on roof s/c: 255206 8104: patch holes on roof s/c: 255206
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	7101: Roof needs repair (shingles are broken) s/c: 255206 Repair/Replace old damaged wood door s/c: 255207 7102: Roof needs repair (shingles are broken) s/c: 255206 Repair/Replace old damaged wood door s/c: 255207 7103: Repair/Replace old damaged wood door s/c: 255207
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	58	55	50	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	38	40	43	43	45	44	54	56	55
Math	71	69	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	5	5	5
Similar Schools	10	9	10

* 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	17.2	17.2	3.4

* 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	50	
Male	54	
Female	46	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	48	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	48	
English Learners	28	
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	12	10	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	10	-2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	16	12	-5
English Learners	14	17	-7
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 Remington Elementary School's learning community by volunteering their time, attending school events, and sharing in the decision-making process. The school welcomes assistance in the classroom, library and/or media center on special days. Remington Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These may include:

- Back to School Night
- Open House
- Student performances
- Music/choir and/or theatre performances
- Promotion activities
- Student recognition assemblies, STAR results celebration assembly, monthly writing awards breakfast, and trimester awards assemblies.

Parents will be kept informed and will be updated of their child's progress in all curricular areas through:

- Progress Reports
- Report Cards
- CELDT and CST test results
- Individual district Benchmark results
- Individual phone calls
- SST meetings
- Parent-teacher conferences

As funds allow and as approved by SSC, Remington will encourage parent involvement in the school and in the academic success of their children through various parent education classes that will strengthen their ability to support their children academically. Parent education training and/or workshops will focus on strategies to improve student learning and increase student achievement. Remington will survey parents and staff to evaluate the success of parent education programs at the end of each school year. Examples of programs previously conducted at Remington are:

- Padres Unidos School Readiness and Parenting, a program to educate parents about child rearing skills, provide a guided path to support students from home, teach how to identify the earlier signs of dangerous behaviors, model and provide information of social-emotional growth and how to nurture it, foster parent and school support, increase parent resilience, and increase parent involvement.
- 40 Developmental Assets, a training designed for parents who are interested in enhancing their parenting skills and improving their children's academic achievement.
- PAIRS - Communication for Successful Relationships Workshop, a program to improve communication in relationships
- The Ten Education Commandments for Parents, a program that teaches parents how to advocate for their children in the U.S. school system
- Good Life Institute, a program to help parents improve behavior and establish rules at home that will help students succeed in school.
- The computer lab tech will invite parents to attend weekly computer classes in the computer lab, including assistance with ST Math, Smarty Ants, and LEXIA access from home.
- Childcare will be provided for parent meetings and workshops approved by SSC. Food snacks might also be provided.
- Monthly parent meetings will include parent information on how to help students be successful in school, including instruction on data analysis and applications to help parents understand student performance and how to support their children.

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council

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:

- School web site
- Bilingual monthly newsletters
- Bilingual flyers
- Bilingual letters

Parents seeking more information about becoming an active member in the school community may contact the school at (714) 972-7600.

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	5.2	1.0	1.1
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	2011-2012	2004-2005
Year in Program Improvement	Year 3	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.	24.3	15	16	1	2	2	2	2	2	0		
Gr. 1	28	13	15	0	3	2	3	2	2	0		
Gr. 2	16	11	13	2	3	3	1	2	2	0		
Gr. 3	28	10	18	0	3	2	2	1	2	0		
Gr. 4	30	20	12	0	1	2	2	2		0		1
Gr. 5	20.5	19	29	1	1		0	2	2	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	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	1
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	\$7,721	\$2,619	\$5,102	\$85,481
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			23.5	9.2
Percent Difference: School Site/ State			8.8	20.9

Types of Services Funded at Remington 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 Remington Elementary

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon student assessment results, ESEA 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 2013-2014 school year, our school sponsored two and a half days of staff development. Staff training topics at the individual school sites may have included: CLAS trainings on the Common Core, Response to Intervention and intervention programs (SIPPS, PALS, Six Minute Solution, Rewards), Frontloading, Thinking Maps, Write from the Beginning, Guided Language Acquisition Design, ST Math/Mind Institute, Illuminate and Aeries navigation, effective grading practices, analysis of student performance data, etc., as well as Positive Behavioral Interventions and Supports (PBIS). Professional development at Remington Elementary focused on increasing academic achievement through the application of strategic schooling initiatives and by analyzing student achievement data to drive 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:

- Transition to the Common Core
- Positive Behavioral Interventions and Supports (PBIS)
- GLAD Training (Guided Language Acquisition Design)
- SDAIE Training (Specially Designed Academic Instruction In English)
- 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
- Write from the Beginning
- Benchmark Assessments in Language Arts and Math

New teachers 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.