



# Esqueda K-8 School

2240 South Main St. • Santa Ana, CA 92707 • (714) 431-1500 • Grades K-8

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
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#### District Governing Board

John Palacio – Board President  
Valeria Amezcua – Vice President  
Cecilia “Ceci” Iglesias – Clerk  
Alfonso Alvarez, Ed.D. – Member  
Rigo Rodriguez, Ph.D. – Member

#### District Administration

Stefanie P. Phillips, Ed.D.  
**Superintendent**

David Haglund, Ed.D.

#### **Deputy Superintendent, Educational Services/CAO**

Edmond Heatley, Ed.D.

#### **Deputy Superintendent, Administrative Services**

Mark A. McKinney

#### **Associate Superintendent, Human Resources**

Tina Douglas

#### **Assistant Superintendent, Business Services**

Alfonso Jimenez, Ed.D.

#### **Assistant Superintendent, K-12 Teaching and Learning**

Doreen Lohnes

#### **Assistant Superintendent, Support Services**

Lucinda Pueblos

#### **Assistant Superintendent, Business Services**

Orin Williams

#### **Assistant Superintendent, Facilities/Governmental Relations**

Deidra Powell

#### **Chief Communications Officer**



### School Description

Manuel Esqueda K-8 School (Esqueda Elementary) is located at the corner of South Main Street and West Warner Avenue.

### Vision:

Esqueda K-8 School is focused on increasing student achievement to meet or exceed state standards in all academic areas including proficiency in the English language. Each staff member realizes the potential in all students and works together through collaborative efforts with students, parents and the community to maintain an environment conducive to academic and personal success. Our students will be prepared to utilize technology to ensure access to the career of their choice. Students, staff and parents understand their role and responsibility in supporting the classroom instruction, maintaining an educational focus at home and utilizing resources to ensure student success.

### Mission:

Esqueda K-8 School is dedicated to high academic achievement for all students, inspiring students to reach their full potential at school and throughout life by creating an atmosphere that appreciates diversity, maintains high standards for learning and citizenship, incorporates technology and supports a partnership based on respect between school and community to reach our goals.

### Instructional Focus:

Esqueda K-8 School's focus for all students, K-8, builds on the foundation of science, mathematics and music. We are committed to the implementation of the Common Core State Standards. Our goal is to have our students college and career ready.

### School Profile:

As described in the Mission and Vision statements, created jointly by Esqueda K-8 staff and parents, the school community believes that all students can learn and reach their highest personal and academic potentials. To this end, Esqueda K-8 staff will focus on student engagement through curriculum implementation, teaching methodology and pedagogy, and student data analysis.

Esqueda K-8 School is committed to increasing the academic performance of all students. With great excitement Esqueda K-8 School was recognized in the Orange County Register as being one of the top ten most improved schools in Orange County for the 2007-2008 school year. In a five year Academic Performance Index (API) Summary (2009-2013), Esqueda Elementary's API grew 38 points. In the area of mathematics, Esqueda Elementary students have performed consistently above the district and state averages.

In the past four years, Esqueda K-8 School has experienced some major and fast paced changes in demographics. Esqueda K-8 School initiated its first year as a K-3 elementary school with approximately 325 students in the 2005-2006 school year. Today Esqueda K-8 School maintains a total enrollment of approximately 1230 students K-8 in general and special education. Esqueda K-8 School has students in 41 regular education classes, two K-5 mild to moderate special education programs, an RSP program with approximately 65 students and a speech pathology program of approximately 60 students.

The school's action plan indicates that Esqueda Elementary staff will integrate the core curriculum adopted programs with appropriate research based strategies in teaching methodologies and pedagogy. Teachers and administrators will use the Open Court unit assessments, SIPPS assessments, the Benchmark extended response assessments, MAP (Measures of Academic Progress), the ADEPT assessments, the Saxon Math assessments, the Content subjects' program assessments, the California Common Core State assessments and other assessments to review student progress and teaching practices. At Esqueda K-8 School, student performance data will drive the instructional decision making. In-class interventions will be utilized to meet the individual needs of all students. Teachers will engage students in whole class, small group and one-on-one instruction. A strict adherence to the state approved curriculum with a focus on instructional pedagogy and methodology will ensure that the academic standards in each grade level are being met. Esqueda K-8 School will implement the ELD Carousel of Ideas program. Moreover, Esqueda K-8 School's Reading Intervention Programs will target students who are a "Far Below Basic" and "Below Basic" in English language arts.

The Esqueda K-8 School Instructional Leadership Team and grade level leaders provide guidance and direction on instructional focus and practice. Both teams will continue to meet with the school administration and all teachers to further develop and enhance the instructional program for all students. All teachers will participate in modified Wednesday collaboration meetings twice a month. In addition, teachers and administration will participate in a monthly, school-wide collaboration meeting as well as a monthly staff meeting. Esqueda K-8 School will conduct vertical collaboration meetings in key subject areas within our K-8 School. Teachers in grades K-8 will discuss and implement a school-wide plan to improve student achievement across all grade levels. During this time teachers will analyze and use test data to help guide goals for future instruction.

While the Esqueda K-8 School community recognizes the hard work and the academic progress of our students, we also recognizes that we have much more work ahead of us and that we must continue to increase student achievement levels. Students in grades 4-8 will be provided with one-to-one Chromebook devices in order to assist with their everyday learning at school and at home. Esqueda K-8 School will commit to curriculum and instruction, strategies and interventions, parent and community involvement, staff development and professional collaboration, increased access to technology and extended learning opportunities for all students.

### **District Profile**

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 56,000 students in grades K-12, residing in the city of Santa Ana. As of 2015-16, SAUSD operates 37 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 91% enrolled in the Free or Reduced Price Meal program, 60% qualifying for English language learner support, and approximately 12% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990. Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

### **District Mission**

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

### **District Vision**

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

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**2015-16 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	137
Grade 1	126
Grade 2	150
Grade 3	122
Grade 4	163
Grade 5	147
Grade 6	126
Grade 7	113
Grade 8	127
<b>Total Enrollment</b>	<b>1,211</b>

**2015-16 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0
Hispanic or Latino	98.9
Native Hawaiian or Pacific Islander	0.1
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	95.6
English Learners	54.1
Students with Disabilities	10.4
Foster Youth	0.4

## 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**

Esqueda K-8 School	14-15	15-16	16-17
<b>With Full Credential</b>	46	50	51
<b>Without Full Credential</b>	0	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Santa Ana Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	2140
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	10

**Teacher Misassignments and Vacant Teacher Positions at this School**

Esqueda K-8 School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

**2015-16 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
<b>This School</b>	100.0	0.0
<b>Districtwide</b>		
<b>All Schools</b>	99.3	0.7
<b>High-Poverty Schools</b>	99.2	0.8
<b>Low-Poverty Schools</b>	100.0	0.0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 11, 2016, 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. 16/17-3135 which certifies as required by Education Code §60119 that for the 2016-2017 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

#### Textbooks and Instructional Materials Year and month in which data were collected: October 11, 2016

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 (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.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/23/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			LIBRARY: Tears in carpet w/o: 263810 MPR: Tears in carpet w/o: 263810 RM B210: Broken floor tiles w/o: 263810 RM B212: Broken floor tiles w/o: 263810
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 6/23/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		BLDG A MEN STAFF RR: Toilet leaks w/o: 263815 BLDG B 2ND FL BOYS RR: Toilet leaks w/o: 263815 BLDG B 2ND FL HALLWAY: Toilet leaks w/o: 263815 BLDG C 2ND FL BOYS RR: Toilet leaks w/o: 263815 BLDG C 2ND FL GIRLS RR: Toilet leaks w/o: 263815 NURSE OFFICE: Toilet leaks w/o: 263815
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	40	36	37	44	40	41	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	23.8	28.6	19
<b>7</b>	19.6	29.5	23.2

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	20	21	27	31	44	48
<b>Math</b>	20	19	22	25	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	283	279	98.6	36.6
Male	130	128	98.5	39.8
Female	153	151	98.7	33.8
Hispanic or Latino	283	279	98.6	36.6
Socioeconomically Disadvantaged	277	273	98.6	36.3
English Learners	102	100	98.0	16.0
Students with Disabilities	34	34	100.0	44.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	127	126	99.2	27.8
	4	165	162	98.2	19.1
	5	156	153	98.1	19.6
	6	125	123	98.4	19.5
	7	115	114	99.1	17.5
	8	127	123	96.8	24.4
Male	3	63	63	100.0	25.4
	4	96	96	100.0	16.7
	5	68	66	97.1	16.7
	6	51	49	96.1	12.2
	7	62	62	100.0	19.4
	8	62	60	96.8	10.0
Female	3	64	63	98.4	30.2
	4	69	66	95.7	22.7
	5	88	87	98.9	21.8
	6	74	74	100.0	24.3
	7	53	52	98.1	15.4
	8	65	63	96.9	38.1
Hispanic or Latino	3	124	123	99.2	26.8
	4	164	161	98.2	18.6
	5	156	153	98.1	19.6
	6	125	123	98.4	19.5
	7	114	113	99.1	17.7
	8	127	123	96.8	24.4



**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	122	121	99.2	27.3
	4	160	157	98.1	18.5
	5	153	151	98.7	19.9
	6	120	118	98.3	19.5
	7	115	114	99.1	17.5
	8	124	120	96.8	23.3
English Learners	3	69	68	98.5	7.3
	4	86	83	96.5	
	5	71	69	97.2	2.9
	6	51	49	96.1	2.0
	7	35	34	97.1	
	8	31	28	90.3	3.6
Students with Disabilities	3	15	15	100.0	6.7
	4	16	16	100.0	
	5	21	21	100.0	4.8
	6	14	13	92.9	7.7
	7	13	13	100.0	23.1
	8	13	13	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	127	127	100.0	29.1
	4	166	165	99.4	29.7
	5	157	156	99.4	18.6
	6	125	124	99.2	10.6
	7	115	115	100.0	12.2
	8	115	115	100.0	12.2
Male	3	63	63	100.0	31.8
	4	96	96	100.0	32.3
	5	69	68	98.5	17.6
	6	51	50	98.0	14.3
	7	62	62	100.0	12.9
	8	62	62	100.0	12.9

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	64	64	100.0	26.6
	4	70	69	98.6	26.1
	5	88	88	100.0	19.3
	6	74	74	100.0	8.1
	7	53	53	100.0	11.3
	8	53	53	100.0	11.3
Hispanic or Latino	3	124	124	100.0	29.8
	4	165	164	99.4	29.3
	5	157	156	99.4	18.6
	6	125	124	99.2	10.6
	7	114	114	100.0	12.3
	8	114	114	100.0	12.3
Socioeconomically Disadvantaged	3	122	122	100.0	28.7
	4	161	160	99.4	28.8
	5	154	153	99.3	18.9
	6	120	119	99.2	10.2
	7	115	115	100.0	12.2
	8	115	115	100.0	12.2
English Learners	3	69	69	100.0	11.6
	4	87	86	98.8	8.1
	5	72	72	100.0	5.6
	6	51	50	98.0	4.1
	7	35	35	100.0	
	8	35	35	100.0	
Students with Disabilities	3	15	15	100.0	20.0
	4	16	16	100.0	12.5
	5	21	21	100.0	9.5
	6	14	13	92.9	7.7
	7	13	13	100.0	7.7
	8	13	13	100.0	7.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to get involved in Esqueda 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. Esqueda Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Talent Show
- Music and theater performances
- STEM nights
- Sports events - Cross Country, Volleyball, Flag Football, Basketball, Soccer, Hockey, Track and Field, Cheerleading
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

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

- School Site Council
- English Language Advisory Council
- Parent Teacher Association (PTA)
- Padres Unidos

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 431-1500.

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

- Parent link
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations
- Social Media Links

### 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 2015-2016 school year. Schools are required to forward updated safety plans after review to the District Office annually.

### Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	2.7	1.9	2.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.3	3.5	3.0
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

##### 2016-17 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

##### Academic Counselors and Other Support Staff at this School

###### Number of Full-Time Equivalent (FTE)

Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0

###### Average Number of Students per Staff Member

Academic Counselor	1180
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\* 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.

##### Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	25	25	2	1	1	5	5	5			
1	30	29	29				4	5	5			
2	29	30	30				6	4	4			
3	26	29	29	1			5	6	6			
4	34	29	29					5	5	4		
5	33	26	26		1	1	1	5	5	3		
6	34	30	30					24	24	24		
Other	12			2								

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	34	33	33				1	2	2	3	14	14
Mathematics	34	33	33				1	6	6	3	10	10
Science	34	33	33				1	2	2	3	6	6
Social Science	34	33	33				1	4	4	3	4	4

\* 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.

**Professional Development provided for Teachers**

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

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2015-16 school year, our school sponsored two days of staff development. Staff training topics at the individual school sites may have included: SIPPS, Common Core Strategies through text complexity, collaborative academic conversations, and academic language, Thinking Maps, PBIS (Positive Behavior Intervention Support), effective teaching strategies from Marzano, et al., effective grading practices, etc.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2015-16 school year, district training opportunities focused on the following:

At the elementary level -

- CORE Reading
- SIPPS (1st & 2nd grades)
- Common Core Strategies: text complexity and collaborative academic conversations
- Making Meaning Through Writing
- AVID
- Canvas
- Report card and grading
- Gooru Learning
- Differentiated Instruction
- PBIS (Positive Behavior Intervention and Support)
- Gifted and Talented Education
- Working with Parents
- Special Education
- MAP Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- GATE

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on [www.sausdtips.org](http://www.sausdtips.org).

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,618	\$45,092
Mid-Range Teacher Salary	\$77,227	\$71,627
Highest Teacher Salary	\$100,016	\$93,288
Average Principal Salary (ES)	\$123,500	\$115,631
Average Principal Salary (MS)	\$125,613	\$120,915
Average Principal Salary (HS)	\$139,614	\$132,029
Superintendent Salary	\$313,500	\$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
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/).

### Types of Services Funded

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

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,795	\$560	\$4,235	\$83,055
District	♦	♦	\$3,423.06	\$82,966
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			23.7	0.1
Percent Difference: School Site/ State			-25.4	9.5

\* Cells with ♦ do not require data.