Martin R. Heninger Elementary School

417 West Walnut St. • Santa Ana, CA 92701-5562 • (714) 953-3800 • 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
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School Description

Martin R. Heninger Elementary School (Heninger Elementary) is located on the corner of West Walnut Street and South Birch Street.

The staff, students and parents at Heninger Elementary are committed to the following mission:
The students at Heninger Elementary receive instruction based on the California Common Core Standards. Their progress is measured using classwork, district benchmarks and state assessments with an understanding that a majority of our students also need English language development in order to fully access the curriculum. Results are consistently communicated to the students and parents. Teachers meet in grade level teams and with our Instructional Leadership Team to collaborate on decisions of future instruction, based on this data, in order to modify instruction to best access the curriculum to meet the California Common Core Standards. We are committed to meeting our students needs beyond the typical school day, so we provide academic support before and after school to targeted students to ensure progress.

There is a culture of collaboration, communication, accountability and parent involvement in place to ensure that staff, students and parents are aware of the students' progress.

Teach, learn, show, communicate, support and build.

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	156
Grade 1	128
Grade 2	153
Grade 3	138
Grade 4	141
Grade 5	160
Grade 6	131
Grade 7	99
Grade 8	92
Total Enrollment	1,198

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	0
Filipino	0
Hispanic or Latino	98.9
Native Hawaiian or Pacific Islander	0.2
White	0.5
Two or More Races	0.2
Socioeconomically Disadvantaged	96.9
English Learners	60.6
Students with Disabilities	13.9
Foster Youth	0.9

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			
Martin R. Heninger Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	43	48	48
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	1	0	0
Santa Ana Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	2140
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Martin R. Heninger Elementary	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	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

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**
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	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**
Mathematics		
2008	Saxon Publishers *Saxon Math*	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill *Open Court Reading*	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/24/2016				
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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/24/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the 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**
Science	25	22	27	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**
5	17.3	31.5	9.3
7	12.9	24.3	22.9

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

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**
ELA	21	27	27	31	44	48
Math	18	20	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	252	251	99.6	26.7
Male	131	130	99.2	31.5
Female	121	121	100.0	21.5
Hispanic or Latino	248	248	100.0	26.6
Socioeconomically Disadvantaged	249	248	99.6	26.2
English Learners	90	89	98.9	11.2
Students with Disabilities	30	30	100.0	43.3

*   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	143	140	97.9	23.6
	4	145	145	100.0	24.1
	5	163	162	99.4	27.8
	6	129	125	96.9	28.8
	7	98	98	100.0	28.6
	8	89	89	100.0	34.8
Male	3	75	74	98.7	17.6
	4	80	80	100.0	23.8
	5	80	79	98.8	30.4
	6	72	68	94.4	16.2
	7	44	44	100.0	22.7
	8	51	51	100.0	27.4
Female	3	68	66	97.1	30.3
	4	65	65	100.0	24.6
	5	83	83	100.0	25.3
	6	57	57	100.0	43.9
	7	54	54	100.0	33.3
	8	38	38	100.0	44.7
Hispanic or Latino	3	140	138	98.6	23.2
	4	143	143	100.0	24.5
	5	160	160	100.0	27.5
	6	128	125	97.7	28.8
	7	98	98	100.0	28.6
	8	88	88	100.0	35.2

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	139	136	97.8	22.8
	4	144	144	100.0	24.3
	5	160	159	99.4	27.7
	6	126	122	96.8	27.9
	7	98	98	100.0	28.6
	8	89	89	100.0	34.8
English Learners	3	97	94	96.9	14.9
	4	90	90	100.0	12.2
	5	64	63	98.4	1.6
	6	49	46	93.9	
	7	34	34	100.0	
	8	26	26	100.0	3.9
Students with Disabilities	3	18	18	100.0	
	4	22	22	100.0	
	5	20	20	100.0	15.0
	6	19	19	100.0	5.3
	7	22	22	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	143	143	100.0	24.5
	4	145	145	100.0	23.4
	5	163	163	100.0	19.6
	6	129	127	98.5	21.3
	7	98	98	100.0	15.3
	8	98	98	100.0	15.3
Male	3	75	75	100.0	18.7
	4	80	80	100.0	25.0
	5	80	80	100.0	21.3
	6	72	70	97.2	18.6
	7	44	44	100.0	15.9
	8	44	44	100.0	15.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
School Year 2015-16 CAASPP Assessment Results - Mathematics **Disaggregated by Student Groups, Grades Three through Eight and Eleven**					
Female	3	68	68	100.0	30.9
	4	65	65	100.0	21.5
	5	83	83	100.0	18.1
	6	57	57	100.0	24.6
	7	54	54	100.0	14.8
	8	54	54	100.0	14.8
Hispanic or Latino	3	140	140	100.0	25.0
	4	143	143	100.0	23.8
	5	160	160	100.0	19.4
	6	128	126	98.4	21.4
	7	98	98	100.0	15.3
	8	98	98	100.0	15.3
Socioeconomically Disadvantaged	3	139	139	100.0	24.5
	4	144	144	100.0	23.6
	5	160	160	100.0	19.4
	6	126	124	98.4	20.2
	7	98	98	100.0	15.3
	8	98	98	100.0	15.3
English Learners	3	97	97	100.0	16.5
	4	90	90	100.0	12.2
	5	64	64	100.0	1.6
	6	49	48	98.0	2.1
	7	34	34	100.0	2.9
	8	34	34	100.0	2.9
Students with Disabilities	3	18	18	100.0	5.6
	4	22	22	100.0	4.5
	5	20	20	100.0	
	6	19	19	100.0	
	7	22	22	100.0	13.6
	8	22	22	100.0	13.6

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 Heninger 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, library and/or media center on special days. Parents are always invited to help chaperon field trips. Heninger 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/Jog-a-thon
- Career Day
- Music/choir and/or theater performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops (Padres Unidos, Madres Unidas)

Engage 360 also provides after school services
Community Outreach worker focuses on Pre-K literacy training for parents of children 0- 5.

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 (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 953-3800.

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 via the following formats:

- Tell-A-Parent Computerized Phone System
- School web site
- Twitter account/Facebook/Instagram
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations

This year we have a part-time Community Outreach Coordinator, whose responsibility is to serve as a liaison between school, home, and community. A focus for the coordinator is to work with children 0-5 and their families.

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	1.2	1.6	1.4
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	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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.72
Psychologist	1
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	240

* 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	31	27	27				5	6	6			
1	29	26	26				6	5	5			
2	29	28	28				5	5	5			
3	31	28	28				5	5	5			
4	32	26	26				4	6	6	1		
5	34	29	29		1	1	2	2	4	3	3	
6	30	31	31	1	1	1	1	1	3	10	10	
Other	16	26	26	1			1	1				

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	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		18	18		3	3		2	2		1	1
Mathematics		33	33					1	1		2	2
Science		33	33					1	1		2	2
Social Science		33	33					2	2		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.

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. Staff development concentrations are selected and identified based upon student assessment results, LCAP 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 2015-2016 school year, our school sponsored three days of staff development. Staff training topics included: Common Core Strategies, Frontloading, Thinking Maps, Guided Language Acquisition Design, 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 2015-2016 school year, district training opportunities focused on the following:
- Strategic Schooling
- Common Core Units of Study
- GLAD Training (Guided Language Acquisition Design)
- SDAIE Training (Specially Designed Academic Instruction In English)
- CTAP Technology Training (California Technology Assistance Project)
- PBIS
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- CATCH P.E.
- Thinking Maps
- Write from the Beginning
- Benchmark Assessments in Language Arts and Math
- District Writing workshops
- RTI (Dibels, progress monitoring)
- SIPPS

Specifically to Heninger, teachers have received training in the following areas:
- Lexia Reading Program
- The MIND Institute Math Program
- Mobi Technology Training
- STAR Accelerated Reader
- Reading Plus
- Google Docs
- Google Plus
- Edmodo
- Gooru
- Canvas

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 or Santa Ana Unified School District, 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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,288	$662	$4,625	$84,770
District	♦	♦	$3,423.06	$82,966
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			35.1	2.2
Percent Difference: School Site/ State			-18.5	11.8

* Cells with ♦ do not require data.

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.