Spurgeon Intermediate School

2701 West Fifth St. • Santa Ana, CA 92703-1821 • (714) 480-2200 • Grades 5-8
Stuart Caldwell, Principal
stuart.caldwell@sausd.us
http://www.sausd.us/Domain/1986

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

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

District Governing Board

John Palacio – 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, K-12 Teaching and Learning

Orin Williams
Assistant Superintendent, Facilities/Governmental Relations

Deidra Powell
Chief Communications Officer

School Description

Spurgeon Intermediate (Spurgeon) is located at the corner of West Fifth Street and North Fairview Street. We have been proudly serving our community since 1974. Spurgeon Intermediate utilizes Project Based Learning (PBL) in both 6th and 7th grades. Through PBL our students engage in learning activities that are more richly rounded; that are soundly tied to the Common Core State Standards; and, that help our students to generalize their learning across multiple disciplines. In addition to PBL, Spurgeon utilizes AVID strategies school wide. Our focus for the 2016 - 2017 school year is on the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Permeating all of this is a commitment to continually work on the 5 C's (Critical Thinking, Communication, Collaboration, Creativity and Civic Engagement). All of these uniform strategies help us to continually improve the rigor of our learning experiences across all disciplines.

Beyond PBL and AVID, Spurgeon Intermediate offers a wide range of Project Lead the Way (PLTW) course offerings. We offer Robotics, Coding, Energy and Environment, Medical Detectives, and Flight and Space. The last three of these courses are embedded into our science course offerings. All of these courses engage students in a rich and rewarding alternative to traditional elective experiences. Importantly, they also provide a launching point for our students on a path toward a relevant college and/or career area that is of high interest for them. Each of the course offerings at Spurgeon can be explored further as the students matriculate to high school and college.

We proudly offer a two-year Spanish course for our students. Students who complete this course enter high school with the equivalent of one year of foreign language credit. This allows them to level up in high school, preparing them to take Advanced Placement (AP) classes earlier than they otherwise might have. Importantly, this class also provides our students with an opportunity to learn about and honor the heritage and background of a significant majority of students at our school.

Spurgeon also proudly offers a range of Visual and Performing Arts (VAPA) classes. These include beginning and advanced art; a full range of choral classes; and, music classes, including orchestra. Our students in these programs perform both at the school and in the broader community. As with our other electives, our curriculum is designed to prepare students in these courses to enroll in progressive levels in high school and college.

A course offering that we are very proud of is our Ethnic Studies course. This course is designed to help students to gain a broader and more well rounded understanding of the challenges and interplay of larger societal issues. Students gain this understanding through in depth study of different cultures and cultural mores. This course utilizes the PBL model to make these studies more directly relevant to our students and the broader community. Students in Ethnic Studies often work with our Social Justice Club to identify and tackle issues that are directly relevant to the Spurgeon and Santa Ana communities.

Underlying all of the course offerings at Spurgeon is a complete complement of services for our students with special needs. At every level and in every core subject we offer collaboratively taught classes and/or targeted support with the classes themselves.   Our students with special needs are supported by a capable team of expert teachers and support staff; by a school culture of inclusiveness; and by systems and structures that maximize their ability to succeed.

Crucial to all of the academic offerings at Spurgeon is a school culture that is built upon consistent school wide behavioral expectations and social emotional support systems. Positive Behavior Interventions and Supports (PBIS) underpin our efforts to help our students to become capable and engaged citizens. Our students know and live by PAWS (Positive, Attentive, Willing and Safe) during the school day, and we hope beyond.

In addition to the academic offerings at Spurgeon we have a wide range of extra-curricular offerings and a robust catalogue of student led clubs and organizations. Our students enjoy a full complement of sports teams and competitions. Our Associated Student Body (ASB) offers a multitude of student leadership opportunities. Our clubs range from those that explore current popular web based gaming to those, like our Rainbow Warrior Club, that works to expand inclusiveness of students in the LGBTQ community. We also have an active Speech and Debate team.

Beyond the course offerings, it should be noted that we have state of the art technology available in our classes and in common labs for students. Additionally, we are a one-to-one Chromebook school. This means that we provide a Chromebook, or equivalent, to any student who wants one for the school year. We also provide Internet Hotspots that families can check out from our library to access instructional material from home. Several years ago our school underwent modernization. Our facility is designed to maximize student engagement and learning in a variety of state of the art classroom and school environment. Tapping into this resource we have created Flexible Learning Spaces for our students. These are areas where those students who have earned A's and B's can work independently in a comfortable setting that is outside of the classroom.

For those parents and students who need after school activities we have a partnership with the Engage 360 Program. Through this program students receive help in academic classes and they enjoy a wide range of excellent personal growth opportunities through things like Mariachi, martial arts, science cube, therapeutic art, and dance. Students in our Engage 360 program are supervised from 2:17 – 5:45 pm Monday through Friday by a trained and motivated staff.

In recent years, a 16-classroom state-of-the-art building was completed. Spurgeon has one-track field, six basketball courts and two baseball fields. A new outside commons was completed with shade area and benches.

School Vision and Mission

Vision:
Through Project-Based Learning, Spurgeon students are empowered to learn within a flexible environment that promotes equity, access, and empathy. All Spurgeon students will be prepared for the personal, academic, and global challenges of today and tomorrow.

Mission:
We are creating a bridge of proficiency from the California Content Standards to Common Core State Standards by emphasizing critical thinking and problem solving skills. Our student will demonstrate mastery of effective oral and written communication, and mathematical competency; allowing their curiosity and imagination to meet the challenge of an increasingly global society. We see academic excellence, collaboration and adaptability as instrumental in providing a necessary outcomes for achieving success in the 21st century.

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**
Grade 6	305
Grade 7	386
Grade 8	267
Total Enrollment	958

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.2
American Indian or Alaska Native	0
Asian	1.9
Filipino	0.2
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0.2
White	0.4
Two or More Races	0.2
Socioeconomically Disadvantaged	98.4
English Learners	43.6
Students with Disabilities	14.6
Foster Youth	0.2

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			
Spurgeon Intermediate School	**14-15**	**15-16**	**16-17**
With Full Credential	68	50	42
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	0	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			
Spurgeon Intermediate School	**14-15**	**15-16**	**16-17**
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

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	98.8	1.2
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	**Intermediate School Textbook Publisher**	**Grades**
	Mathematics	
2008	CGP Education, *California Mathematics*	6
2008	CGP Education, *California Mathematics*	7
2008	Holt, Rinehart, Winston, *Holt California Algebra Readiness*	8
2008	College Preparatory Mathematics, *California Algebra Connections*	8
	Language Arts	
2010	Hampton Brown, *Inside Language (A-G))*	6-8
2002	Holt, Rinehart, Winston	6-8
	Science(s)	
2007	Holt, Rinehart, Winston, *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8
	Social Science	
2006	Pearson/Prentice-Hall, *Ancient Civilization*	6
2006	Pearson/Prentice-Hall, *Medieval & Early Modern Times*	7
2006	Glencoe/McGraw Hill, *Discovering our past: The American Journey to WWI*	8

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/28/2016				
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			MAIN 1ST FL RECEPTION STORAGE 1: Ceiling tile needs replacing w/o: 263245 MAIN BLDG 1ST FL FRONT OFFICE: Ceiling tile needs replacing w/o: 263245 MAIN BLDG 1ST FL KITCHEN: Ceiling tile needs replacing w/o: 263245 MAIN BLDG 1ST FL LOUNGE: Ceiling tile needs replacing w/o: 263245 MAIN BLDG 1ST FL WOMEN RR: Hole in wall w/o: 263246 PE MECHANICAL RM: Holes in wall w/o: 263246 RM 1101: Ceiling tile needs replacing w/o: 263245 RM 1103: Ceiling tile needs replacing w/o: 263245 RM 1118: Holes on the wall need patching w/o: 263246
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RUSS BLDG 2ND FL GIRLS: Missing cap on sink w/o: 263249
Safety: Fire Safety, Hazardous Materials	X			MAT RM: Missing fire extinguisher w/o: 263244 RM 1219: Missing fire extinguisher w/o: 263244
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	42	33	22	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**
7	20.6	20.9	16.3

* 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	17	16	27	31	44	48
Math	8	9	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	276	274	99.3	21.9
Male	141	139	98.6	24.5
Female	135	135	100.0	19.3
Hispanic or Latino	270	268	99.3	21.3
Socioeconomically Disadvantaged	267	266	99.6	21.8
English Learners	122	120	98.4	3.3
Students with Disabilities	36	36	100.0	5.6
Students Receiving Migrant Education Services	12	12	100.0	33.3

* 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	294	293	99.7	13.3
	7	374	369	98.7	17.3
	8	276	275	99.6	18.6
Male	6	146	146	100.0	11.0
	7	201	197	98.0	16.2
	8	141	140	99.3	16.4
Female	6	148	147	99.3	15.7
	7	173	172	99.4	18.6
	8	135	135	100.0	20.7
Hispanic or Latino	6	282	281	99.7	11.4
	7	363	358	98.6	17.6
	8	270	269	99.6	18.2
Socioeconomically Disadvantaged	6	291	290	99.7	13.4
	7	367	363	98.9	17.6
	8	267	266	99.6	18.8
English Learners	6	130	130	100.0	
	7	150	146	97.3	2.0
	8	122	121	99.2	1.6
Students with Disabilities	6	47	47	100.0	
	7	58	57	98.3	3.5
	8	36	36	100.0	2.8
Students Receiving Migrant Education Services	7	11	11	100.0	18.2
	8	12	12	100.0	8.3

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	6	294	293	99.7	5.5
	7	372	366	98.4	11.2
	8	372	366	98.4	11.2
Male	6	146	146	100.0	7.6
	7	199	195	98.0	12.8
	8	199	195	98.0	12.8
Female	6	148	147	99.3	3.4
	7	173	171	98.8	9.4
	8	173	171	98.8	9.4
Hispanic or Latino	6	282	281	99.7	4.3
	7	361	355	98.3	11.0
	8	361	355	98.3	11.0
Socioeconomically Disadvantaged	6	291	290	99.7	5.6
	7	365	360	98.6	10.9
	8	365	360	98.6	10.9
English Learners	6	130	130	100.0	
	7	149	144	96.6	1.4
	8	149	144	96.6	1.4
Students with Disabilities	6	47	47	100.0	
	7	58	58	100.0	3.5
	8	58	58	100.0	3.5
Students Receiving Migrant Education Services	7	11	10	90.9	20.0
	8	11	10	90.9	20.0

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 Spurgeon Intermediate School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, library and/or media center on special days. Parents are always invited to help chaperon field trips. Spurgeon Intermediate School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Biannual grade level parent meetings
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Sports events and field trips
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Raising Highly Capable Kids/Hijos Altamente Capaces
- Coffee or Pizza with the Principal
- Parent English and/or GED classes (offered here on campus)

The following campus organization provides 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 Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 480-2200. Support for students and parents are provided through our student support department, which encompasses Counseling and the Check-in-check-out programs.

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 website
- Emails
- Aeries
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- Automated home message system
- Personal phone call to parents by teachers and administrators
- Home visits
- Open door policy
- Direct community outreach

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	12.7	11.5	10.7
Expulsions Rate	0.6	0.4	0.3
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	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.25
Psychologist	1
Social Worker	0
Nurse	.4
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	500

* 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 (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	29	22	22	8	13	13	8	7	7	13	9	9
Mathematics	31	24	24	4	10	10	2	7	7	17	9	9
Science	33	28	28	2	4	4	2	6	6	17	10	10
Social Science	33	28	28	2	6	6	1	2	2	18	13	13

* 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 Spurgeon Intermediate School are transitioning to the Common Core State Standards (CCSS) and Positive Behavior Interventions and Support (PBIS).

All staff development activities at Spurgeon are focused on increasing student learning and proficiency and building positive relationships with students. Spurgeon Intermediate offers training and support for CCSS and PBIS 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 training opportunities focused on the following:

- CCSS - Integrated Literacy and Cognitive Strategies, District Math Initiative
- CCSS - Making Meaning Through Writing
- Lesson Study - Working together with U.C.I. to improve lesson design
- PBIS - PAWS, and School-wide procedures
- GATE Training (Gifted And Talented Education)
- Special Education (SEIS - Special Education Information System)
- AVID (Advancement Via Individual Determination)
- Data Analysis and Using Data to Drive Instruction
- Project Based Learning (PBL)
- Project Lead the Way (PLTW)

All departments meet to collaborate in order to develop and improve instructional practices twice each month. In addition teachers collaborate daily during common prep periods. At these meetings, teachers examine student work, assessment results, write common assessments and design instruction and strategies to meet the needs of their students. This year, the instructional focus at Spurgeon is to initiate the implementation of CCSS and PBIS.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Partnership Learning Coach Program 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.

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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,752	$1,167	$4,585	$74,492
District	♦	♦	$3,423.06	$82,966
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			33.9	-10.2
Percent Difference: School Site/ State			-19.2	-1.8

* 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.