



John C. Fremont Elementary School

1930 West 10th St. • Santa Ana, CA 92703-2045 • (714) 972-4300 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Santa Ana Unified School District
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School Description

John C. Fremont Elementary School (Fremont Elementary) is located on West 10th Street, just north of West Civic Center Drive.

For the 2016-2017 school year, Fremont Elementary's focus is on making English language arts and math instructional shifts to prepare our students for college and career through the California Common Core State Standards. There is a strong commitment to creating a positive school climate through Positive Behavior Interventions and Supports (PBIS).

All teachers have a professional, clear multiple subjects credential, as well as having a Cross-cultural, Language, and Academic Development (CLAD) certificate or its equivalent. The school provides a Mild-to-Moderate Special Education program in several service models, which include special-day class with mainstreaming, pull-out and/or collaboration with a specialist.

Fremont Elementary's teachers are supported by one (1) Teacher On Special Assignment (TOSA) whose goal is to provide support with English learners and students working far below standards. The TOSA - working alongside with a Mild-to-Moderate Special Education teacher - serve as our Positive Behavioral Interventions and Supports (PBIS) coaches for maintaining and increasing a positive and productive school climate.

Fremont Elementary students are offered a variety of programs that provide them with both enrichment and intervention. TK-5 students are assessed three (3) times a year with Measures of Academic Progress (MAP) assessment in reading and mathematics to measure student achievement and set personalized student academic growth goals. K-3 students are also screened by teachers with the DIBELS assessment. Teachers analyze the data to design and provide intervention - for 30 minutes per day - to students who are not at grade level in English Language Arts. All students use technology to access Spacial-Temporal Math (ST Math - also known as JiJi), Accelerated Reader (AR) and Lexia to support their individual progress in mathematics and reading; furthermore, students who reach a specific high level in Lexia transition to Reading Plus, which further challenges and strengthens a student's reading comprehension and fluency. Throughout the school year, teachers offer students tutoring after-school. The Engage 360 after-school program offers academic enrichment, homework support, and physical activity to to approximately 200 students. During the summer break, students can participate in Engage 360, Summer Enrichment, or Extended School Year.

Fremont Elementary is a self-contained, open space building with partitions serving as room dividers. There are 25 classroom spaces, a library, a music room, a computer lab, and a variety of offices. All classrooms have a SMART Board, 4 student computer stations and each room has at least 2 data drops for internet access. Students in grades 1-5 have their own Chromebook and Kinder have access to 60 iPads and 80 laptops. Our school computer lab has 50 computer stations.

Fremont Elementary School is a thriving and exciting place for students to learn. It is the goal of all staff members to provide each child with the academic, social, and emotional tools necessary to becoming competent, capable, and concerned 21st Century citizens. We are committed to providing all students with the best and sound instructional education and are passionate about ensuring academic success for all.

School Vision:

Fremont Elementary School expects that all students will achieve high academic success, enabling them to prepare for college and career and to develop into socially responsible, contributing members of society with a life-long commitment to learning.

School Mission:

Fremont Elementary School promotes high academic achievement through an integrated, California Common Core State Standards based curriculum. To accomplish this, accountability will be consistently monitored through a systematic assessment process. Parent and community partnerships will form another integral component that maximizes every child's individual academic, social, and emotional growth.

Statement of Behavior Purpose:

Fremont Elementary is a community of scholars whose goal is to learn and to help each other to be good citizens.

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.

District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 54,000 students in grades K-12, residing in the city of Santa Ana. As of 2016-17, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 87% enrolled in the Free or Reduced Price Meal program, 40% qualifying for English language learner support, and approximately 11% 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.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	118
Grade 1	97
Grade 2	89
Grade 3	109
Grade 4	112
Grade 5	115
Total Enrollment	640

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	0
Hispanic or Latino	98.6
Native Hawaiian or Pacific Islander	0.2
White	0.2
Two or More Races	0.2
Socioeconomically Disadvantaged	94.1
English Learners	67.7
Students with Disabilities	12.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
John C. Fremont Elementary School	15-16	16-17	17-18
With Full Credential	29	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	2139
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
John C. Fremont Elementary	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 September 12, 2017, 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. 17/18-3200 which certifies as required by Education Code §60119 that for the 2017-2018 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: August 25th, 2017

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
Language Arts		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

Note: Cells with N/A values do not require data.

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 and 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: 8/2/2017

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				ROOM 36: Carpet is splitting; WOID#7433
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	21	13	31	31	48	48
Math	26	14	25	25	36	37

* 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	100	99	99.0	28.3
Male	44	43	97.7	32.6
Female	56	56	100.0	25.0
Hispanic or Latino	98	97	99.0	27.8
Socioeconomically Disadvantaged	96	96	100.0	28.1
English Learners	61	60	98.4	10.0
Students with Disabilities	13	12	92.3	50.0

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	22	28	40	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.4	22.1	15

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	327	97.9	13.46
Male	159	153	96.23	11.76
Female	175	174	99.43	14.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	325	319	98.15	13.17
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	329	323	98.18	13.31
English Learners	289	282	97.58	10.99
Students with Disabilities	54	54	100	5.56
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

-Note: 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	333	99.7	14.11
Male	159	158	99.37	15.82
Female	175	175	100	12.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	325	324	99.69	12.96
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	329	328	99.7	13.72
English Learners	289	288	99.65	12.85
Students with Disabilities	54	54	100	5.56
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

-Note: 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 State priority: Parental Involvement (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 2017-18)

Parents are highly encouraged to get involved in Fremont Elementary School's learning community by volunteering their time, attending school-sponsored events, and/or sharing in the decision-making process by attending LCAP meetings. The school welcomes assistance in the classrooms, library, office, and during special school events; moreover, parents are always invited to help chaperone educational field trips. Fremont Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts, which include:

- Monthly Parent Meetings
- Back-to-School Night and Open House
- Friday Morning flag assemblies
- Student performances
- Fundraisers
- Music and choir performances
- 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
- LCAP Meeting
- English Learner Advisory Committee
- Parent Teacher Association (PTA)
- Padres en Accion
- GRIP Greeter Program
- Padres Unidos

Parents seeking more information about becoming an active member in the school community may contact the TOSA or principal at (714) 972-4300.

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 calling system
- Personal phone calls
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientation
- Text Messages/Emails/Social Media

The school's Parental Involvement Policy (PIP) provides more details about how parents can partner with the school. A copy is sent home at the beginning of the school year in the student information packet; additionally, copies are available in the school office.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 2016-2017 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.06	1.72	2.74
Expulsions Rate	0.13	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.46	2.98	3.13
Expulsions Rate	0.06	0.05	0.05
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	53	
Percent of Schools Currently in Program Improvement	88.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.6
Social Worker	0
Nurse	1.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	21	25	1	1	1	4	4	4			
1	29	29	28				4	4	3			
2	29	29	27				4	4	4			
3	30	30	23			1	4	4	4			
4	27	27	30				4	4	4			
5	32	32	33				4	4	1			2
Other	7	7		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All curriculum and instructional improvement activities at Santa Ana Unified School District (SAUSD) are aligned to the California Common Core State Standards. 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 SAUSD are focused on increasing student learning and proficiency. During the 2015-16 school year, two (2) days of professional staff development was proffered; furthermore, during the 2016-17 and 2017-18 school years - respectively - SAUSD sponsored optional professional development days for teachers to attend. Staff training topics at the individual school sites may have included: Open Court, Common Core Instructional Shifts, Thinking Maps, Student Engagement, English Language Development, technology and data analysis of MAP and CAASPP Testing.

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 break and generally focus on curriculum, teaching strategies, and methodologies. During the 2015-16 through 2017-18 school years, district training opportunities focused on increasing student engagement and the following:

At the elementary level:

- Common Core State Standards Instructional Shifts, Units of Study, and PD Modules
- Writing
- Response-to-Intervention (RtI)
- Reading Intervention Strategies
- CTAP Technology Training (California Technology Assistance Project)
- Differentiated Instruction
- Gifted-and-Talented Education (GATE)
- MAP Testing
- DIBELS
- CAASPP Testing
- PBIS (Positive Behavior and Intervention Supports)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Benchmark Assessments in Language Arts and Math
- Cognitively Guided Instruction (CGI) trainings
- Irvine Mathematics Project trainings
- Math Expressions trainings (2017-18)
- SIPPS trainings (2016 to present)
- NGSS trainings (2016-17)
- No Excuses University training (2017-18)
- Performance Task Assessments (2017-18)
- ELD/ELA trainings (2017-18)

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.

To support veteran teachers - as well as new teachers to the district - SAUSD offers Peer Assistance and Review (PAR), which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers - referred to as Consulting Teachers (CTs) - provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, academic 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,263	\$47,808
Mid-Range Teacher Salary	\$85,920	\$73,555
Highest Teacher Salary	\$109,017	\$95,850
Average Principal Salary (ES)	\$129,866	\$120,448
Average Principal Salary (MS)	\$131,985	\$125,592
Average Principal Salary (HS)	\$147,384	\$138,175
Superintendent Salary	\$330,743	\$264,457
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,599	\$1,028	\$5,570	\$96,633
District	♦	♦	\$6,674	\$90,751
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-16.5	6.5
Percent Difference: School Site/ State			-15.3	22.0

* Cells with ♦ do not require data.