



# Jefferson Elementary School

1522 West Adams St. • Santa Ana, CA 92704-5798 • (714) 285-3700 • 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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### District Governing Board

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Rigo Rodriguez, Ph.D. – Vice  
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School Performance and Culture

Orin Williams  
Assistant Superintendent,  
Facilities/Governmental Relations

Deidra Powell  
Chief Communications Officer

### School Description

Thomas Jefferson Elementary School (Jefferson Elementary) is a Dual Immersion, English/Spanish school within SAUSD and is located in the Southern most end of central Orange County, in California.

Jefferson Elementary's boundaries are extended to include two surrounding neighborhoods. These extensions cover the areas that surround two fundamental school sites. A little over one third of Jefferson's population come from these nearby neighborhoods, and these students are transported by bus to Jefferson, as many of them reside up to two miles from the campus. Another third of Jefferson's population come from the school's surrounding single-family homes and apartments. The remaining student population come from neighborhoods belonging to other schools and other cities and enroll as inter- or intra-district transfers to attend the K-5 Spanish Dual Immersion Program. Jefferson Elementary is one of the four district schools that offer a K-5 Dual Immersion program, along with King Elementary, Lowell Elementary and Pío Pico Elementary. Jefferson utilizes the 90/10 Dual Immersion model.

Jefferson Elementary's K-5 Dual Language Immersion program is a unique opportunity that brings together Spanish and English speaking students in an effort to develop full bilingualism in English dominant students, and English learners. The Dual Immersion program celebrated its 15-year anniversary during the 2014-2015 school year. Enrollment is open to kindergarten and first grade students residing within and outside of the district, with permission from their neighborhood district. Participating students acquire knowledge in all academic subjects to either meet or exceed academic standards established by the state. Beginning in kindergarten, students receive 90% of instruction in Spanish and 10% in English. The percentage of Spanish decreases as the percentage of English increases, until students begin their fifth grade year, with 50% of instruction in English and 50% in Spanish. For more information about the Dual Immersion program, please visit our school office or visit the school's website.

Jefferson Elementary staff strive to instill in each student a sense of responsibility, scholarly pride, and a positive self-image by building an effective home-school partnership. Parents are encouraged to be active participants in their child's educational success. Parents are asked to volunteer at least 6 hours throughout the school year by choosing to participate as committee members, volunteer in their children's classrooms, or participate in and attend school-wide activities. We believe that parent involvement is critical to the overall success of each child. Parent involvement is highly valued and encouraged here at Jefferson Elementary.

In all of our comprehensive programs, Jefferson Elementary maintains a commitment to provide a strong instructional program. Teachers, staff, and administration adhere to the principles of putting students first, creating success for all students and building scholars one student at a time.

### Vision:

Jefferson Elementary staff will provide a safe and positive learning environment with the collaborative efforts of parents, staff, and the school community. By delivering a 21st century education and presenting intellectually challenging materials while developing social skills and self-esteem, scholars will become college and career ready and prepared to succeed in a complex and diverse global society.

**Mission:**

To implement our vision, the Jefferson staff will provide a quality Common Core standards-based instructional program that meets the needs of all scholars, fostering mutual respect and collaboration, and building self-esteem, integrity, and confidence in a rich, safe and supportive, academic environment.

**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	161
Grade 1	111
Grade 2	93
Grade 3	126
Grade 4	121
Grade 5	141
<b>Total Enrollment</b>	<b>753</b>

**2016-17 Student Enrollment by Group**

<b>Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	4.8
Filipino	0.7
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.1
White	2.4
Two or More Races	1.6
Socioeconomically Disadvantaged	77.7
English Learners	55.4
Students with Disabilities	12.1
Foster Youth	0.3

**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**

<b>Jefferson Elementary School</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
With Full Credential	37	34	34
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
<b>Santa Ana Unified School District</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
With Full Credential	♦	♦	2139
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

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

<b>Jefferson Elementary School</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
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
<b>Mathematics</b>		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
<b>Language Arts</b>		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West Language!	4-5
<b>Science(s)</b>		
2008	MacMillan/ McGraw Hill California Science	K-5
<b>Social Science</b>		
2007	Scotts Foresman	K-5

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: 8/7/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			BUNGALOW 6C: Missing floor tiles: WOID#8297 ROOM 25: Carpet needs repair: WOID#8297
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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	29	28	31	31	48	48
Math	27	31	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	127	126	99.2	41.3
Male	62	62	100.0	41.9
Female	65	64	98.5	40.6
Hispanic or Latino	117	116	99.2	38.8
Socioeconomically Disadvantaged	114	113	99.1	38.9
English Learners	49	48	98.0	12.5
Students with Disabilities	15	15	100.0	40.0

\* 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	30	41	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	21.9	32.5	21.9

\* 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.

**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	390	387	99.23	28.42
Male	186	184	98.92	26.63
Female	204	203	99.51	30.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100	40.91
Filipino	--	--	--	--
Hispanic or Latino	346	344	99.42	26.16
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	335	334	99.7	25.75
English Learners	281	280	99.64	23.93
Students with Disabilities	54	53	98.15	9.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	390	389	99.74	31.36
Male	186	185	99.46	30.27
Female	204	204	100	32.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100	63.64
Filipino	--	--	--	--
Hispanic or Latino	346	345	99.71	28.41
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	335	335	100	28.66
English Learners	281	281	100	26.69
Students with Disabilities	54	54	100	11.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 encouraged to be involved in Jefferson Elementary School's learning community by volunteering their time to participate in school activities, attend school events, or share in the decision-making process, and are kept informed through our school to home communication system.

#### Parent Volunteers for School Activities:

As volunteers, Jefferson parents assist in the classrooms with small group, help in the library, serve as chaperon on field trips, help coordinate class and school-wide events, give presentations on careers and hobbies, publish a newsletter, and hold parent workshops.

#### Attendance at School Events:

Jefferson Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. Parents attend parent/teacher conferences, Back-to-School Night, and Open House. We also have parents who coordinate after-school enrichment programs. Other school events include:

- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

#### Decision Making Parent Groups:

The School Site Council (SSC), English Language Advisory Committee (ELAC), and the Parent Teacher Organization (PTO) include several parent members and meet monthly to facilitate school decisions. The SSC and ELAC monitor the school budget and the School Improvement Plan. The PTO's is responsible for many school events, and additional fund-raising events which have helped purchase a variety of needed items, such as our risers, PE equipment, Fifth Grade Outdoor Science Camp and several field trips.

#### School to Home Communication:

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

- Parent Link
- Peachjar
- Jefferson Elementary School's Web Site
- Facebook Page
- Public Service Channel 31 or 51
- School and/or Class Newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations

### 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		0.12	0.25
Expulsions Rate		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	2009-2010	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)	.72
Psychologist	1
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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	23	3	3	1	4	4	6			
1	27	27	27				4	4	3			
2	25	25	29				5	5	4			
3	26	26	25			1	5	5	4			
4	27	27	26				4	4	5			
5	24	24	19	3	3	2	4	4	5			
Other	8	8	7	4	4	4						

\* 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 are aligned to the Common Core State Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys.

All staff development activities in the Santa Ana Unified School District are focused on increasing student learning and proficiency. We dedicate two hours a month of professional development and also two hours for grade level collaboration on Wednesdays. Below is a brief list of our staff development workshops:

- using formative assessment (exit tickets) to check for understanding
- increasing student usage of academic vocabulary in listening, speaking, reading and writing, as prescribed by of the Common Core State Standards
- utilization of Lexia, Reading Plus, Achieve 3000 for Tier II/III students in Language Arts
- increasing access and usage of the MIND Institute's "Jiji" Math Program
- establishing independent workstations, to create quality independent practice, and increase guided practice opportunities
- increasing the usage of Accelerated Reader school wide with the usage of laptop carts
- increasing STEM lessons, with the ENGINEERING IN EDUCATION KITS
- creating and implementing an Elementary Robotics Lab
- implementing one-to-one devices schoolwide

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

- Common Core Curriculum
- Academic Vocabulary
- GLAD Training (Guided Language Acquisition Design)
- CTAP Technology Training (California Technology Assistance Project)
- Differentiated Instruction
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Benchmark Assessments in Language Arts and Math
- Response to Intervention Strategies
- MIND Institute for Math Intervention

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

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Teachers are supported during implementation of research-based strategies through weekly in-class formal and informal observations and administrator feedback, as well as Teacher/Administrator Chats which occur three times each year. Teachers also meet every other week in collaborative grade level meetings to discuss implementation of target content strategies, target students working below grade level, and grade level assessment results.

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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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

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

### DataQuest

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

### Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,715	\$2,172	\$5,542	\$93,194
District	♦	♦	\$6,674	\$90,751
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-17.0	2.7
Percent Difference: School Site/ State			-15.7	17.6

\* Cells with ♦ do not require data.