Lowell Elementary School

700 South Flower St. • **Santa Ana, CA 92703-4896** • **(714) 972-6300** • **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

Lowell Elementary School (Lowell Elementary) is located at the corner of South Flower Street and West Bishop Street. The staff, students, and parents of Lowell Elementary are committed to creating a safe and nurturing professional learning community. The staff is dedicated to providing all students with a rigorous, standards-based, and data driven instructional program. With our support and guidance, we expect every student to take responsibility for their learning and achieve academic excellence.

Our highly trained and competent staff will ensure that our students achieve their optimum potential by using research-based, Common Core and state standards-driven instructional practices, by scaffolding the learning, differentiating instruction and utilizing student engagement strategies to ensure all students are career and college ready. The staff will establish a print-rich, high-quality environment conducive to learning and the achievement of high academic success for all students. As a developing professional learning community, we will collaborate, reflect and make informed decisions to better meet our student's needs, to increase student achievement and to insure that students are career and college ready.

All Lowell Elementary students will be engaged in a meaningful, standards-based, and data driven curriculum that integrates literacy across all curriculum areas and encourages high-level critical thinking skills. Our students will gain a life-long love of reading and learning, and will attain the social and citizenship skills necessary to face a diverse and dynamic world. Students will learn to critically solve problems both individually and cooperatively. At Lowell Elementary, students will be held to high expectations academically, behaviorally and socially.

Parent participation is essential to the success of every child. The Lowell Elementary school community is dedicated to motivating parents in the participation of empowering, comprehensive, parent education programs to assist their children become contributing members of the community.

School Mission:

Lowell Elementary will empower students to reach their maximum potential in academic excellence and develop respect for individual differences as they become productive and contributing members of our community. Our goal is to ensure our students have the knowledge and skills to be career and college ready. This goal will be accomplished through a partnership involving the students, parents, staff and community.

Behavioral Statement of Purpose:

At Lowell, we are a community of respectful, responsible and safe scholars who learn and develop academically and socially to ensure success in ourselves and others.

At Lowell, all students can and will learn.

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	154
Grade 1	121
Grade 2	122
Grade 3	153
Grade 4	150
Grade 5	147
Total Enrollment	847

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0
Hispanic or Latino	99.4
Native Hawaiian or Pacific Islander	0
White	0.4
Two or More Races	0
Socioeconomically Disadvantaged	93.9
English Learners	75.2
Students with Disabilities	15.2
Foster Youth	0.6

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			
Lowell Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	39	37	37
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			
Lowell Elementary School	**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, *Expressions*	K-5
Language Arts		
2002	SRA/McGraw Hill *Open Court Reading*	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

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, 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: 6/30/2017				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			LIBRARY: Lights out: WOID#6092
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			GIRLS RESTROOM BY ROOM 8: Loose sink: WOID#6091
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

	CAASPP 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	33	29	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.

	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	18	22	31	31	48	48
Math	17	19	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	15.6	17.7	4.3

* 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 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	165	164	99.4	29.3
Male	78	78	100.0	34.6
Female	87	86	98.9	24.4
Hispanic or Latino	163	162	99.4	29.0
Socioeconomically Disadvantaged	165	164	99.4	29.3
English Learners	91	90	98.9	10.0
Students with Disabilities	26	26	100.0	42.3

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

School Year 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	442	441	99.77	21.77
Male	218	217	99.54	21.66
Female	224	224	100	21.88
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	438	437	99.77	21.51
White	--	--	--	--
Socioeconomically Disadvantaged	433	433	100	21.48
English Learners	388	387	99.74	19.38
Students with Disabilities	84	84	100	19.05
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	442	441	99.77	18.59
Male	218	217	99.54	21.66
Female	224	224	100	15.63
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	438	437	99.77	18.54
White	--	--	--	--
Socioeconomically Disadvantaged	433	433	100	18.24
English Learners	388	387	99.74	17.57
Students with Disabilities	85	85	100	9.41
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 get involved in Lowell Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Lowell Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:
• Teaching Gardens
• Back to School Night
• Open House
• Student performances
• Fundraisers
• Music/choir and/or theatre performances
• Promotion activities
• Student recognition assemblies
• Parent education training and/or workshops
• Padres Unidos
• Padres en Accion
• Project2Inspire
• GRIP Parent Education
• Disciplina Positiva
• Parent Volunteer program
• GRIP Parent Greeter program
• Parent Volunteers
• Teaching Gardens
• English classes
• LCAP Meetings
• Carnival Committee
• School of Choice Fair

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

• School Site Council
• English Learner Advisory Council

Parents have the opportunity to become involved on district committees as well including:
DAC- District Advisory Council
DELAC- District English Learner Advisory Council

Parents seeking more information about becoming an active member in the school community may contact the principal (714) 972-6300.

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

• Progress Reports
• Report Cards, Conferences
• Student Success Team meetings/ IEPs
• Quarterly School Newsletter
• Website
• Phone calling system
• School web site
• Public Service Channel 31
• Class newsletters
• Flyers
• Letters
• School Marquee/Banners

Contact the site at (714) 972-6300 for further questions.

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	0.1	1.62	1.34
Expulsions Rate	0	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	2003-2004	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	.5
Social Worker	0
Nurse	.20
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.

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | 2014-15 | 2015-16 | 2016-17 | 1-20 | | | 21-32 | | | 33+ | | |
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	26	29	1	1		5	5	5			
1	30	30	25				5	5	5			
2	27	27	31				5	5	5			
3	26	26	28				6	6	5			
4	26	26	27	1	1	1	5	5	5			
5	26	26	25			2	5	5	4			1
Other	14	14	13	2	2	2						

* 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. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys. Multiple Teared Systems of Support (MTSS) staff development has been an addition in the last couple of years to assist our students through specific interventions. Professional development has occurred through after-school workshops, workshops attended at universities, district workshops, and individual mentoring (particularly in special education).

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2015-16 school year, our school sponsored two and a half days of staff development. Staff training topics at the school sites have included: Common Core Implementation, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies, data analysis of district benchmarks, intervention implementation per data guided collaboration, effective grading practices, etc. Teachers also attended training in Cognitively Guided Instruction.

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 2015-18 school year, district training opportunities focused on the following:

- Collaborative Conversations
- Common Core State Standards
- ELD Standards
- Open Court Curriculum
- Collaborative Academic Conversations
- Text Complexity
- Close Reading
- Cognitive Guided Instruction
- Common Core Units of Study
- PALS
- ST Math/ MIND Institute
- Response to intervention/Differentiated Instruction
- Strategic Schooling
- Math Expressions (New Math Program)
- SDAIE Training (Specially Designed Academic Instruction In English)
- CTAP Technology Training (California Technology Assistance Project)
- SEBT/ Dual program
- Gifted and Talented Education
- Parent Education
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Write from the Beginning
- Benchmark Assessments in Language Arts and Math

In addition to the district wide supplemental training programs available to teachers, teachers at Lowell have ongoing opportunities to grow professionally and participate in the following training:

- Grade Level Collaborative Conversations
- PBIS
- Renessaince Learning
- Equity and Access (i.e. co-teaching, data gathering and classroom behavior management etc..)
- Performance Task Assessment
- Growth Mindset

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development from a support provider and district personnel through the TIPS program.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 the SAUSD website.

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 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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,510	$1,410	$5,099	$91,235
District	♦	♦	$6,674	$90,751
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			-23.6	0.5
Percent Difference: School Site/ State			-22.4	15.2

* 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.