



# George Washington Elementary School

910 West Anahurst Pl. • Santa Ana, CA 92707-2501 • (714) 445-5100 • Grades K-5

José Montaña, Ed.D., Principal

jose.montano@sausd.us

<http://www.sausd.us/washington>

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



### Santa Ana Unified School District

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
714-558-5501  
[www.sausd.us](http://www.sausd.us)

#### District Governing Board

Valerie Amezcua – Board President

Rigo Rodriguez, Ph.D. – Vice  
President

Alfonso Alvarez, Ed.D. – Clerk

Cecilia “Ceci” Iglesias – Member

John Palacio – Member

#### District Administration

Stefanie P. Phillips, Ed.D.  
Superintendent

Edmond Heatley, Ed.D.

Deputy Superintendent,  
Administrative Services

Alfonso Jimenez, Ed.D.

Deputy Superintendent,  
Educational Services

Mark A. McKinney

Associate Superintendent, Human  
Resources

Manoj Roychowdhury

Assistant Superintendent, Business  
Services

Daniel Allen, Ed.D.

Assistant Superintendent, Teaching  
and Learning

Mayra Helguera

Assistant Superintendent, Support  
Services

Sonia R. Llamas, Ed.D., L.C.S.W.

Assistant Superintendent, K-12  
School Performance and Culture

Orin Williams

Assistant Superintendent,  
Facilities/Governmental Relations

Deidra Powell

Chief Communications Officer

### VISION

We believe that all students will learn and achieve to their highest potential through an equitable education that focuses on rigorous standards and a research-based instructional program that can be accessed a school as well as home. Our highly trained and dedicated staff is committed to engaging all students in a meaningful and personalized instructional program that integrates literacy across all curricular areas, while facilitating high-level critical thinking skills. Our school functions as a healthy, safe and secure center for learning, where we promote and communicate opportunities for all to work together in a positive climate. Our students will develop into lifelong, responsible learners who are well prepared to face the challenges of a technological and diverse society in the twenty-first century. We will work collaboratively and comprehensively with staff, parents, and the community to prepare students for college, career, and citizenship.

### MISSION

Our mission is to raise student academic achievement, while addressing the educational, emotional, and language needs of all students through standards-based instruction, and assessment-driven planning. In collaboration with our parents and school community, we prepare all students to become life-long learners, who will demonstrate knowledge, skills, and values necessary to become productive 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	147
Grade 1	105
Grade 2	140
Grade 3	143
Grade 4	151
Grade 5	137
<b>Total Enrollment</b>	<b>823</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	1.1
Filipino	0.2
Hispanic or Latino	97.9
Native Hawaiian or Pacific Islander	0.2
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	92.6
English Learners	62.6
Students with Disabilities	14.2
Foster Youth	0.5

## 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			
George Washington 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			
George Washington 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
<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, 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: 7/22/2017				
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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	2ND FL BOYS RESTROOM: Need ballast replaced: WOID#7839 2ND FL GIRLS RESTROOM: Need ballast replaced: WOID#7839 / Sensor on sink isn't working: WOID#7840 ROOM 121: Need ballast replaced: WOID#7839 ROOM 123: Need ballast replaced: WOID#7839 ROOM 124: Need ballast replaced: WOID#7839 ROOM 125: Need ballast replaced and light switch repaired: WOID#7839 ROOM 126: Need ballast replaced: WOID#7839 ROOM 128: Need ballast replaced: WOID#7839 ROOM 130: Need ballast replaced and light switch repaired: WOID#7839 ROOM 131: Need ballast replaced: WOID#7839 ROOM 132: Need ballast replaced: WOID#7839 ROOM 133: Need ballast replaced: WOID#7839 ROOM 135: Need ballast replaced: WOID#7839 ROOM 217: Need ballast replaced and light switch repaired: WOID#7839 ROOM 218: Need light switch repaired: WOID#7839 ROOM 220: Need ballast replaced: WOID#7839 ROOM 221: Need ballast replaced: WOID#7839 ROOM 222: Need ballast replaced and light switch repaired: WOID#7839 ROOM 223: Need light switch repaired: WOID#7839

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 7/22/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				ROOM 224: Need light switches repaired: WOID#7839 ROOM 225: Need light switches repaired: WOID#7839 ROOM 226: Need light switches repaired: WOID#7839 ROOM 227: Need ballast replaced and light switch repaired: WOID#7839 ROOM 228: Need ballast replaced: WOID#7839 ROOM 230: Need light switch repaired: WOID#7839 / Faucet stays on: WOID# 7840
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			2ND FL GIRLS RESTROOM: Need ballast replaced: WOID#7839 / Sensor on sink isn't working: WOID#7840 ROOM 12: Faucet and drinking fountain aren't working: WOID#7840 ROOM 230: Need light switch repaired: WOID#7839 / Faucet stays on: WOID# 7840 ROOM 26: Drinking fountain not working: WOID#7840
<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			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	26	26	31	31	48	48
Math	23	27	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	147	147	100.0	28.6
Male	65	65	100.0	35.4
Female	82	82	100.0	23.2
Hispanic or Latino	147	147	100.0	28.6
Socioeconomically Disadvantaged	146	146	100.0	28.1
English Learners	57	57	100.0	7.0
Students with Disabilities	16	16	100.0	37.5

\* 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	36	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.4	18.1	10.9

\* 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	431	428	99.3	26.17
Male	206	204	99.03	22.06
Female	225	224	99.56	29.91
Asian	--	--	--	--
Hispanic or Latino	428	425	99.3	26.35
White	--	--	--	--
Socioeconomically Disadvantaged	421	418	99.29	25.6
English Learners	332	329	99.1	20.06
Students with Disabilities	70	70	100	5.71
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	431	431	100	26.68
Male	206	206	100	25.73
Female	225	225	100	27.56
Asian	--	--	--	--
Hispanic or Latino	428	428	100	26.4
White	--	--	--	--
Socioeconomically Disadvantaged	421	421	100	26.13
English Learners	332	332	100	23.49
Students with Disabilities	70	70	100	7.14
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 Washington Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes parents to assist in the classroom, library, during field trips, and during special events. Washington Elementary School provides a wide range of opportunities for parents to interact with school staff to help parents support their children's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Sports events
- Promotion activities
- Monthly parent meetings
- Student recognition assemblies
- Parent education training and workshops
- Parent/Teacher Conferences
- SST/IEP Meetings
- Book Choice (TK)
- Padres Unidos
- PIQE
- Disciplina Positiva
- Padres en Acción
- PTA
- Principal's Coffee Chats
- Playworks
- Computer classes for parents

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 Language Advisory Council
- Parent Teacher Association (PTA)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 445-5100.

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 (Parent Computerized Phone System)
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- Monday Morning Assemblies
- Social Media (Facebook & Twitter)
- WhatzUp (Digital Kiosks)



### 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	1.01	0.84	0.78
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	2011-2012	2004-2005
Year in Program Improvement	Year 3	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	1
Speech/Language/Hearing Specialist	3
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
<b>K</b>	20	20	19	3	3	3	5	5	5			
<b>1</b>	28	28	29				5	5	4			
<b>2</b>	26	26	29				6	6	5			
<b>3</b>	29	29	29				5	5	5			
<b>4</b>	24	24	26			1	6	6	5			
<b>5</b>	21	21	26	2	2	1	5	5	5			
<b>Other</b>	11	11	12	1	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 are aligned to the Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, LCAP requirements, teacher input, state content standards, and professional development surveys. All staff development activities at Santa Ana Unified School District are focused on increasing student learning and English language proficiency. Common Core Standards and related instructional shifts were introduced.

During the 2016-17 school year, our school sponsored staff development.

Staff training topics at the individual school included:

ELD (CRLP-UCI), Technology, AVID, PBIS, Smarter Balanced Assessment Consortium (SBAC), Thinking Maps, Structured Language Practice, Common Core Standards, NGSS Standards Implementation, Inclusive Practices, Common Core Instructional Shifts, Common Core Units of Study, Cognitively Guided Instruction, Khan Academy, Smarty Ants, Accelerated Reader, Academic Language Modules, DIBELS, Lexia and Chromebooks.

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 2017-18 school year, district training opportunities will focus on the following:

At the elementary level:

- PBIS
- Gifted and Talented Education
- Differentiated Instruction
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Structured Language Practice
- Modeled Focused Writing
- PTA Assessments in Language Arts
- New Math Curriculum-Houghtin Mifflin Expressions

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 at [www.sausdtips.org](http://www.sausdtips.org)

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.

To support veteran teachers, Santa Ana Unified School District offers Peer Assistance and Review (PAR) program. In this program, 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.

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	\$7,037	\$1,660	\$5,377	\$95,666
District	♦	♦	\$6,674	\$90,751
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-19.4	5.4
Percent Difference: School Site/ State			-18.2	20.7

\* Cells with ♦ do not require data.