



Thomas A. Edison Elementary School

2063 S. Orange Ave. • Santa Ana, CA 92707-2833 • (714) 479-6900 • Grades

Dr. Gina Zyburt, Principal

gina.zyburt@sausd.us

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Santa Ana Unified School District

1601 East Chestnut Avenue

Santa Ana, CA 92701-6322

714-558-5501

www.sausd.us

District Governing Board

Valerie Amezcua – Board President

Rigo Rodriguez, Ph.D. Vice –
President

Alfonso Alvarez, Ed.D. – Clerk

John Palacio – Member

District Administration

Stefanie P. Phillips, Ed.D.

Superintendent

Alfonso Jimenez, Ed.D.

**Deputy Superintendent,
Educational Services**

Thomas A. Stekol, Ed.D.

**Deputy Superintendent,
Administrative Services**

Mark A. McKinney

**Associate Superintendent, Human
Resources**

Daniel Allen, Ed.D.

**Assistant Superintendent, K-12
Teaching and Learning**

Mayra Helguera, Ed.D.

**Assistant Superintendent, Special
Education/SELPA**

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

**Assistant Superintendent, K-12
School Performance and Culture**

Manoj Roychowdhury

**Assistant Superintendent, Business
Services**

Orin Williams

**Assistant Superintendent, Facilities
& Governmental Relations**

School Description

Thomas A. Edison Elementary School (Edison) is located on Orange Avenue, east of South Main Street and north of East Warner Avenue.

Edison is a completely renovated and modernized facility. All portable classrooms have been replaced by two, two-story buildings containing 24 classrooms. The original buildings built in 1937 and 1951 have also been modernized. A staff parking lot has been added as well as new landscaping throughout the entire campus. All classrooms have a complete technology package that include Smart Boards, LCD projectors, Avermedia projectors, microphones and computers for students and teachers. The school also has three computer labs and one-to-one chrome books in grade 2-5. Edison is well equipped to prepare our students for college and career in the 21st Century.

Edison incorporates 8 Keys of Excellence to increase student motivation by creating a positive school climate. By applying the 8 keys of success daily, students develop the skills needed for success in their academic and personal lives along with the development of leadership characteristics. Our goal is to help all students find their own leadership abilities that they can apply throughout their lives. These leadership skills will prepare our students to communicate with others, work collaboratively, and to be proactive and always have a plan. Students are given many opportunities in and out of the classroom to apply and practice their leadership skills throughout the day. Along with the 8 Keys of Excellence, we incorporate Positive Behavioral Interventions and Supports (PBIS). This is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Edison embeds the AVID framework and strategies to accelerate learning growth and ensure all students are college ready. A SAUSD District Run after-school program (Engaged 360) is available for Edison's students in grades K-5 between 2:10 p.m. and 6:00 p.m. A portion of this time is devoted to homework completion and tutoring. The remaining time is spent engaging students in fun, organized activities and structured enrichment programs (music, dance, art, physical activity, etc.). Edison also offers a Head Start preschool program on campus. Preschool students are prepared with early literacy skills so they will enter kindergarten ready to learn.

School Motto: Working collaboratively to ensure every student achieves academically, socially, and emotionally.

Edison Elementary School Mission Statement:

To develop students ready for the 21st century who knows how to:

- Be responsible
- Show initiative and creativity
- Set goals and meet them
- Get along with people of various backgrounds and cultures
- Work collaboratively and individually to solve problems
- Understand how to resolve conflict

Values:

- 1) Students engage in Problem Based Learning tasks and building knowledge through inquiry based research. During "Genius Hour" students in grades 4-5 focus research on their own area of interest to solve real world problems.
- 2) A college bound culture permeates the campus where students infuse scholarly behaviors in all learning tasks. Students utilize AVID strategies and processes to accelerate learning outcomes for college readiness.
- 3) Emphasis on healthy living and character development fosters leadership qualities in students which prepares them to be leaders of tomorrow.
- 4) A vibrant parent school community is emphasized and a strong component of success at Edison. Numerous family activities build strong relationships in our school community.

District Profile Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 49,300 students in grades K-12, residing in the city of Santa Ana. As of 2017-18, 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 80% enrolled in the Free or Reduced Price Meal program, 39% qualifying for English language learner support, and approximately 13% 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.2
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0.0
White	0.4
Socioeconomically Disadvantaged	89.0
English Learners	64.0
Students with Disabilities	12.1
Foster Youth	0.7

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	95
Grade 1	98
Grade 2	83
Grade 3	81
Grade 4	88
Grade 5	99
Total Enrollment	544

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			
Thomas A. Edison Elementary School	16-17	17-18	18-19
With Full Credential	23	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1986
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Thomas A. Edison Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 9, 2018, 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. 18/19-3253 which certifies as required by Education Code §60119 that for the 2018-2019 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.

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

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: 6/22/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	LIBRARY: Pieces of the outside wall are falling wo: 27681
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	20.0	25.0	31.0	32.0	48.0	50.0
Math	16.0	19.0	25.0	26.0	37.0	38.0

Note: 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.

Note: ELA and 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

School Year 2017-18 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	257	257	100.00	25.29
Male	126	126	100.00	19.84
Female	131	131	100.00	30.53
Asian	--	--	--	--
Hispanic or Latino	255	255	100.00	24.71
White	--	--	--	--
Socioeconomically Disadvantaged	234	234	100.00	24.79
English Learners	211	211	100.00	22.75
Students with Disabilities	37	37	100.00	10.81
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.

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	8.2	2.0

* 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 2017-18 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	257	257	100	18.68
Male	126	126	100	20.63
Female	131	131	100	16.79
Asian	--	--	--	--
Hispanic or Latino	255	255	100	18.43
White	--	--	--	--
Socioeconomically Disadvantaged	234	234	100	17.95
English Learners	211	211	100	16.11
Students with Disabilities	37	37	100	8.11
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in Edison Elementary School's learning community by volunteering their time, attending school events, and sharing in the decision-making process. Edison welcomes assistance in the classroom, library, and all school activities and programs. A vibrant school/parent partnership is emphasized and this relationship is what makes Edison School a special place to ensure the success of each student. Parents are always invited to help chaperon field trips. Edison 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:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Fall Festival
- International Day
- Lunch with a Loved One
- Read Across America
- Poem in your Pocket
- Reading on the Lawn
- Running Club
- School Fun Runs
- Olympic Summer Games

Edison provides Parent Education Opportunities that consist of weekly classes focused on Early Literacy and nutrition classes. ESL classes for parents are on campus four days a week for interested families and community. Monthly parent workshops are provided throughout the school year focused on literacy and academic engagement of students. All parents are welcome to volunteer at school to support their children and teachers throughout the school year.

The Edison staff and parents work together with the Orange County District Attorney's Office, the Santa Ana Police Department and the SAUSD School Police Department to bring our 5th grade students a Gang Reduction Intervention Program (GRIP). Volunteers from these departments meet regularly with staff, parents and 5th grade students to educate all on how to stay safe in their community. Parents are taught how to identify if their child is getting involved in the wrong groups and how to monitor students for safe use of the internet. Students are taught how to deal with bullying and gang recruitment. Students are motivated by the team to stay in school and focus on their goals. Our GRIP team also created a group of parents called Greeters. These parents station themselves on the streets approaching the school to welcome students and wish them a great day. Greeters provide additional supports around our school neighborhood for our students' safety.

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

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 479-6900.

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:

- Blackboard Automated Phone Messaging System
- School web site/Twitter/Facebook/Instagram
- Public Service Channel 31 or 51
- Class newsletters/ClassDojo
- Monthly School Newsletter
- Special Event Flyers/PeachJar
- School Marquee/Banners
- New Student Orientation/Welcome Back to School

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 (CSSP) was developed in collaboration with law enforcement and the district office to fulfill Senate Bill 187 requirements. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each School Safety Plan is forwarded to the District Office for review annually.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.5	1.6	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.0	3.1	3.1
Expulsions Rate	0.1	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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	.80
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	24	26	1	1	1	4	4	3			
1	29	29	30				3	3	3			
2	28	25	27				3	3	3			
3	27	29	26				4	3	3			
4	27	33	28				3	1	3		2	
5	25	26	27	1	1	1	3	3	2			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 in Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2018-19 school year, our school is focused on the successful implementation of the AVID program. The program is embedded in all classrooms K-5. Professional development on the program began in the summer of 2017/2018 school year and is focused throughout the school year to include attending workshops and program planning for teachers. Professional Development is also focused on math instruction. All teachers have attended math training on the new math curriculum and are participating in workshops and planning with colleagues throughout the school year. ELA/ELD professional development throughout the school year, 2018/2019, is a focus for the teaching staff. All teachers are attending workshops on literacy and ELD with utilizing the newly adopted curriculum and teachers are provided instructional planning time with colleagues.

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 focused on the following:

At the elementary level -

- ELD/ELA Instruction
- Math Instruction
- Differentiated Instruction
- English Language Development for English Learners

At Edison teachers focused on text complexity, collaborative conversations and academic language. Teacher planning has focused on students having opportunities to solve problems creatively, to think critically, working collaboratively with peers, and engaging in inquiry based learning tasks and projects. Staff development at Edison occurs before the start of the school year as well as after school. Teachers are supported in the implementation of new strategies at Edison through in-class coaching, lesson studies, professional learnings, and Professional Learning Community meetings.

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

To support veteran teachers as well as new teachers to the district, 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 provided by SAUSD or sponsored by the Orange County Office of Education, as well as courses offered by community colleges and universities. Classified support staff may receive additional job-related training from department supervisors and district representatives.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,826	\$47,903
Mid-Range Teacher Salary	\$86,779	\$74,481
Highest Teacher Salary	\$110,107	\$98,269
Average Principal Salary (ES)	\$129,866	\$123,495
Average Principal Salary (MS)	\$131,985	\$129,482
Average Principal Salary (HS)	\$147,384	\$142,414
Superintendent Salary	\$327,000	\$271,429
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES) (Proposition 49)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Head Start
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I, School Improvement Grant QEIA
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Supplementary Prgs-Specialized Secondary
- Title I, II, and III

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7306	1619	5687	94221
District	♦	♦	\$6,836	\$91,640
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			-18.4	2.8
Percent Difference: School Site/ State			-22.4	15.4

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.