



Glenn L. Martin Elementary School

939 West Wilshire Ave • Santa Ana, CA 92707-1142 • (714) 480-8000 • Grades

Peter Richardson, Principal

peter.richardson@sausd.us

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

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

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School Description

Glen L. Martin Elementary School (Martin Elementary) is located on the corner of West Wilshire Avenue and South Olive Street in central Santa Ana.

In the 2017-18 school year, Martin Elementary's focus is two-fold: 1) to use instructional techniques and learning activities that will help students meet the Common Core State Standards and prepare them for college and career, and 2) to create a positive, nurturing school climate through positive behavior interventions and supports. This continues a long tradition at Martin Elementary of high academic expectations and a healthy, safe school environment for our students and staff. From analysis of student assessment data we know that we need to push students to read for comprehension and to use academic language in writing and speaking in order to help them be successful in school, and eventually, in college and career. Students' parents are a vital element in the education of Martin Elementary students and are welcome on campus as volunteers and life-long learners. Parenting classes are offered, with both day and evening schedules available. We host various classes and workshops on campus, including "Raising Highly Capable Children," "Padres Promotores," and SAC parent leadership classes, as well as "Mommy and Me" programs that invite parents to bring their preschool-aged children on campus to learn kinder-readiness skills that can be reinforced by parents at home. Parents are always welcome at Martin Elementary as partners in the education of the children in our community.

School Vision:

Our vision is to prepare students for academic success and to become life long learners by guiding them in their construction of knowledge and development of problem solving skills.

School Mission:

Martin Elementary is dedicated to creating a safe environment and a sense of community that inspires academic achievement, social-emotional health and a love of learning, in order to support the development of the whole child.

Statement of Behavioral Purpose:

Martin Elementary School is a community of scholars. We are at school to learn, grow and become good citizens.

School Motto:

"Go Forth and Achieve" - Marilyn Powell Berns (former Martin Elementary teacher and sister of Retired General Colin Powell)

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 Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 115 |
| Grade 1 | 97 |
| Grade 2 | 116 |
| Grade 3 | 113 |
| Grade 4 | 118 |
| Grade 5 | 115 |
| Total Enrollment | 674 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.0 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.4 |
| Filipino | 0.1 |
| Hispanic or Latino | 98.4 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 0.3 |
| Socioeconomically Disadvantaged | 92.7 |
| English Learners | 58.5 |
| Students with Disabilities | 13.1 |
| Foster Youth | 0.1 |

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 | | | |
|---|-------|-------|-------|
| Glenn L. Martin Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 28 | 28 | 27 |
| 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 | | | |
|--|-------|-------|-------|
| Glenn L. Martin Elementary | 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 custodian is 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: 6/5/2018

| 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 | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/5/2018

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|--|
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | ROOM 11: Crack in window wo: 28576 ROOM 12: Crack in window wo: 28576 ROOM 22: Crack in window wo: 28576 ROOM 23: Window has a small hole wo: 28576 ROOM 26: Crack in window wo: 28576 ROOM 35: Crack in window wo: 28576 ROOM 36: Crack in window wo: 28576 ROOM 37: Crack in window wo: 28576 |
| 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 | 26.0 | 30.0 | 31.0 | 32.0 | 48.0 | 50.0 |
| Math | 28.0 | 31.0 | 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 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 | 24.8 | 15.9 | 28.3 |

* 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.

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 | 339 | 335 | 98.82 | 29.55 |
| Male | 174 | 173 | 99.43 | 23.12 |
| Female | 165 | 162 | 98.18 | 36.42 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 333 | 329 | 98.80 | 29.48 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 313 | 309 | 98.72 | 28.80 |
| English Learners | 285 | 281 | 98.60 | 27.76 |
| Students with Disabilities | 48 | 47 | 97.92 | 10.64 |
| 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 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 | 340 | 337 | 99.12 | 31.45 |
| Male | 175 | 174 | 99.43 | 34.48 |
| Female | 165 | 163 | 98.79 | 28.22 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 334 | 331 | 99.1 | 30.82 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 313 | 311 | 99.36 | 30.87 |
| English Learners | 285 | 283 | 99.3 | 28.98 |
| Students with Disabilities | 49 | 47 | 95.92 | 17.02 |
| 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 be involved in Martin Elementary School's learning community by volunteering their time, attending school events, and sharing in the decision-making process. The LCAP process has inspired all in our community to offer suggestions and support to our school, as we work as a team for the benefit of our students. The teachers welcome assistance in the classroom, and on other parts of the campus. Parents are always invited to help chaperone field trips. Martin Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts, including: monthly parent meetings, Back to School Night, Open House, student performances, fundraisers such as the Jog-a-thon and Fun Fair, promotion activities, student recognition assemblies, and parent education trainings and/or workshops. School-to-home communication is provided in both English and Spanish via phone and text messages, the school web site, the Martin Elementary Facebook page, newsletters, flyers, the school marquee and general parent meetings. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and curriculum updates.

Parents are integral members of campus organizations that provide input on curricular programs, activities, and the design of the School's Plan, including School Site Council, English Language Advisory Council, and the Safety Committee. Parents have the opportunity to continue their own education and preparation as parents through parenting classes. We host adult leadership classes, provided by an instructor from Santa Ana College. We hold "Mommy and Me" classes for parents and their pre-school-aged children through the Learning Link and Padres Unidos, and other classes that promote the building of the "40 Developmental Assets" in our students. "Padres Promotores" is a series of parent classes about how to prepare children so that they are qualified to enter university. Parents in need of support and resources for their families are invited to inquire at Martin Elementary, and our administration and office staff works to link families to needed services. Parents seeking more information about participating actively in the school community may contact the principal or TOSA at (714) 480-8000.

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 | 0.1 | 0.4 | 0.6 |
| 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 | 0.6 |
| Social Worker | .2 |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 1.6 |
| Resource Specialist (non-teaching) | 1 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 0 |

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

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 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 | 24 | 30 | 28 | 1 | | | 5 | 4 | 4 | | | |
| 1 | 28 | 26 | 30 | | | | 4 | 4 | 3 | | | |
| 2 | 26 | 29 | 30 | | | | 5 | 4 | 4 | | | |
| 3 | 28 | 30 | 27 | | | | 4 | 4 | 4 | | | |
| 4 | 23 | 32 | 33 | 1 | | | 4 | 3 | | | | 3 |
| 5 | 28 | 25 | 33 | | 1 | | 4 | 4 | | | | 4 |
| Other | 8 | 8 | 7 | 1 | 1 | 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, the instructional strategies required in order to help students reach the Common Core State Standards, teacher input, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning, proficiency, and well-being. The school and district continues its focus on the development of our students' Academic Language, while reinforcing students' skills with Collaborative Conversations and using reading skills foster by Close Reading of Complex Texts. During the 2018-19 school year, the district is implementing the Benchmark Advance program, which is standards aligned and rigorous, and includes designated ELD instruction. Our focus is on using Benchmark Advance to accelerate the learning of our students in English Language Arts. Every teacher is going through 5 full days of training, over the course of the year, in the use of Benchmark Advance.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation such as the Reading Academy and Irvine Math Project to help us build capacity in using our math adoption of Math Expressions program. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. Other areas of training available to teachers included:

- Dedicated and Integrated ELD Instruction
- GLAD Training (Guided Language Acquisition Design)
- Differentiated Instruction
- Student Engagement
- Frontloading/ Focused Approach to ELD
- Gifted and Talented Education
- Working with Parents

- Special Education/Inclusion
- Data Analysis and Using Data to Drive Instruction
- Thinking Maps
- Response to Intervention
- Personalized and Blended Learning (with use of Chromebooks)
- Technology tools to engage students in learning (such as Google Apps)

We do not have any teachers who lack a full teaching credential during the 2018-19 school year. However, there are school and district supports available to support newly credentialed teachers that we have at Martin Elementary. 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 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. All teachers participate in a professional development day at the beginning of the school year, and throughout the year in staff meetings, and many participate in after-school professional development sessions.

| 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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 7296 | 1676 | 5619 | 96832 |
| District | ◆ | ◆ | \$6,836 | \$91,640 |
| State | ◆ | ◆ | \$7,125 | \$80,764 |
| Percent Difference: School Site/District | | | -19.5 | 5.5 |
| Percent Difference: School Site/ State | | | -23.6 | 18.1 |

* 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.

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.