



John Muir Fundamental Elementary

1951 North Mabury St. • Santa Ana, CA 92705-1854 • (714) 972-6700 • Grades

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



Santa Ana Unified School District

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School Description

John Muir Fundamental Elementary (Muir Fundamental) is located at 1951 North Mabury Street between Catalina Avenue and East 19th Street. As a school of choice, students residing within the district's attendance boundaries are eligible for enrollment through a lottery system. The school was recognized with the California Distinguished School Award in 2008, 2012, and 2018. Muir Fundamental has also been recognized with the Title I Academic Achievement School Award for the previous eight years in a row. Additionally, Muir Fundamental received the California Business for Educational Excellence Award for the past nine years for demonstrating consistent growth in closing the achievement gap for at risk students. In September 2011, Muir Fundamental was recognized as the recipient of the National Blue Ribbon Award - the highest honor a school can receive for academic excellence.

Muir Fundamental hosts two classrooms of students with moderate to severe needs addressed through special education. The school staff embraces the benefits of the inclusion model for both regular and special needs students.

School Mission

The mission of Muir Fundamental School is to ensure academic success through the design and implementation of effective lessons. Muir Fundamental staff and parents are committed to a TK-5 instructional program that provides all students with the opportunity to acquire the knowledge and skills needed to become lifelong learners, to develop problem-solving and critical thinking skills, and to gain the cultural understanding, democratic principles and civic values necessary for effective participation in a democratic society. Muir Fundamental staff strives to ensure that all students exiting Muir Fundamental in fifth grade are on track with the skills necessary for future entry into meaningful careers and/or successful college admission.

School Vision

Muir Fundamental staff and parents are committed to a TK-5 instructional program that provides all students with the opportunity to acquire the knowledge and skills needed to become lifelong learners, to develop problem-solving and critical thinking skills, and to gain the cultural understanding, democratic principles and civic values necessary for effective participation in a democratic society. The success of this program is based on a continuum of learning experiences that address the special academic, social and physical needs of all students; the access of all staff members to staff development opportunities to expand the knowledge and skills required to meet the identified needs of students; and a strong collaborative partnership with parents and the community.

Fundamental Policy

Muir Fundamental School is an alternate program offered by the Santa Ana Unified School District. It is not a neighborhood school. Parents choose to enroll their children in Muir Fundamental and agree to abide by policies that stress high expectations for academics, dress code, homework, discipline and attendance. Parents are responsible for the transportation to and from Muir Fundamental. Parents of a Muir Fundamental student must agree

1. Provide positive support of the goals, philosophy and program of the school.
2. Assist their child in achieving the required academic standards necessary for promotion.
3. Participate in conferences with school personnel as requested and support mutually agreed-upon decisions.
4. Know and enforce the school's Homework Policy and provide conditions at home conducive to study.
5. Be responsible with their child for reading the school's Code of Student Conduct and abiding by all the school policies and procedures concerning academics and behavior.
6. Be responsible for their child's regular attendance, including arrival on time before school and prompt pick-up after school.

Parent Involvement

Research has shown that parent involvement is the foundation of a vital, strong partnership between the school staff and parents and is crucial to student success in school. Muir Fundamental is pleased to offer many different ways for parents to participate and support their children's efforts and achievements as they grow both socially and academically.

1. Support school policies and procedures as outlined in the Muir Fundamental Agreement signed by parents and students each year.
2. Provide their child with a quiet, supervised place to do homework.
3. Praise their child's efforts and achievements. Focus on the positive and believe in their ability to succeed. Help them learn from their mistakes.
4. Participate in the school decision-making process through involvement in the Parent-Faculty Organization (PFO), School Site Council (SSC), English Language Advisory Council (ELAC), and parent trainings.
5. Be involved in their child's classroom, library, fundraisers, PFO activities, etc.

As part of the Muir Fundamental Agreement, each family is asked to volunteer at least 12 service hours per year. Muir Fundamental parents are also required to attend Back to School Night, parent conferences, Open House and a minimum of 3 parent meetings per year.

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	179
Grade 1	121
Grade 2	151
Grade 3	141
Grade 4	185
Grade 5	172
Total Enrollment	949

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	0.5
Hispanic or Latino	95.3
Native Hawaiian or Pacific Islander	0.1
White	1.1
Socioeconomically Disadvantaged	63.5
English Learners	27.9
Students with Disabilities	10.9
Foster Youth	0.2

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			
John Muir Fundamental Elementary	16-17	17-18	18-19
With Full Credential	43	43	37
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

John Muir Fundamental 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, 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: 7/10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	BOYS MPR RESTROOM: Hole on the wall wo: 28611 Faucet is missing handle wo: 28612 BOYS PORTABLE RESTROOM: Broken hand dryer wo: 28610 Hole on back wall wo: 28611 LIBRARY: Missing baseboard wo: 28609 ROOM 136: Broken ceiling tile faster wo: 28609 ROOM 137: Torn wallpaper wo: 28611 ROOM 141: Baseboard coming off wo: 28609 Bad bulbs and ballast wo: 28610

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/10/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		ROOM 146: Baseboard coming off wo: 28609 ROOM 147: Baseboard coming off wo: 28609 Broken ceiling tile fastner wo: 28609
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	BOYS PORTABLE RESTROOM: Broken hand dryer wo: 28610 Hole on back wall wo: 28611 MAIN OFFICE: Broken light switch wo: 28610 ROOM 141: Baseboard coming off wo: 28609 Bad bulbs and ballast wo: 28610
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS MPR RESTROOM: Hole on the wall wo: 28611 Faucet is missing handle wo: 28612 GIRLS PORTABLE RESTROOM: Sink has no water wo: 28612 ROOM 101: Sink faucet needs repair wo: 28612 ROOM 102: Toilets leak from valve wo: 28612 ROOM 104: Toilet leaks from stem wo: 28612
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	51.0	57.0	31.0	32.0	48.0	50.0
Math	45.0	51.0	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	21.7	20.5	25.9

* 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 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	479	479	100.00	56.78
Male	228	228	100.00	53.51
Female	251	251	100.00	59.76
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	75.00
Filipino	--	--	--	--
Hispanic or Latino	455	455	100.00	55.60
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	294	294	100.00	56.80
English Learners	213	213	100.00	51.64
Students with Disabilities	50	50	100.00	30.00
Students Receiving Migrant Education Services	--	--	--	--

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	480	479	99.79	50.73
Male	229	228	99.56	55.7
Female	251	251	100	46.22
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	75
Filipino	--	--	--	--
Hispanic or Latino	455	455	100	49.23
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	294	294	100	50
English Learners	213	213	100	46.48
Students with Disabilities	51	50	98.04	20
Students Receiving Migrant Education Services	--	--	--	--

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 Muir Fundamental Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, library and/or media center on special days. Parents are always invited to help chaperon field trips. Muir Fundamental 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
- Red Ribbon Week
- Music/choir and/or theater performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops

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 (SSC)
- English Language Advisory Council (ELAC)
- Parent-Faculty Organization (PFO)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 972-6700.

Active involvement at the District level is available to parents through membership and participation in the District Advisory Council (DAC) or the District English Learner Advisory Council (DELAC).

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: www.sausd.us/muir
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- Monthly School Newsletter
- School Marquee/Banners
- New Student Orientations
- Back to School Night
- Open House

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	2.0	1.7	0.5
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)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0
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	28	15	14		11	13	6	1				
1	26	29	30				6	5	4			
2	29	28	30				6	5	5			
3	29	29	27				6	6	5			
4	29	29	30				6	6	6			
5	26	23	23	1	2	2	6	6	6			
Other	9			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, CORE 8 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 proficiency.

Staff training topics at Muir Fundamental have included: Benchmark Advanced, Common Core, Positive Behavior Interventions and Supports (PBIS), Academic Language, a review of school-wide data, DIBELS, ST Math, and Lexia Reading.

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. Trainings typically focus on curriculum, teaching strategies, and methodologies. During the 2017-18 school year, district and site training opportunities focused on the following:

- Units of Study - Open Court
- Differentiated Instruction
- Cognitively Guided Instruction
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- PALS, SIPPS, Six Minute Solution, and SRA Interventions
- Thinking Maps

- ST Math
- SmartyAnts Reading
- Lexia Reading
- Typing Club
- Canvas
- Google Docs
- Benchmark Assessments in Language Arts and Math
- DIBELS Training
- Common Core
- PBIS (Positive Behavior Interventions and Support)
- IMP Math Institute -K-5
- MAP

New teachers 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 Department of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

FY 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	7351	1339	6012	101470
District	♦	♦	\$6,836	\$91,640
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			-12.8	10.2
Percent Difference: School Site/ State			-63.1	22.7

* 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.