William Howard Taft Elementary School

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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

William Howard Taft Elementary School/Taft DHH School (Taft School) is located at the corner of Keller Avenue and Pasteur Street. The mission of Taft School is fulfilled by highly competent staff working in concert with parents and outside resources. School staff are committed to celebrating the uniqueness of the individual and guiding each child to fulfillment of his or her potential. All children can learn - it is the commitment of Taft School to educate its students for positive and varied roles in society.

Taft School has a large concentration of students with special needs, including a regionalized deaf and hard of hearing program. Over 16 classrooms are dedicated to servicing these special education students based upon their individual needs and abilities. Taft School hosts a special education infant/preschool program for students up to age five. Identified students have an IFSP (Individualized Family Service Plan) or an IEP (Individualized Education Plan).

School Vision:

Our vision is to maximize student achievement by:
- Providing high quality, standards-based instruction for students in the two programs offered at Taft School: Elementary TK-6 (general and special education) and Deaf and Hard of Hearing (DHH)
- Providing a school-based system of accountability measures, which will ensure continuous progress for all students
- Providing teachers with training, which includes research-based strategies and best practices
- Providing innovative programs in order to give students the opportunity to excel in higher level thinking skills for all curricular areas
- Partnering with the community to provide a wide variety of support for our students and families
- Providing opportunities for parents to be meaningfully involved in the education of their children
- Providing students with positive character trait expectations of being "respectful, responsible and safe," utilizing the tenets of the Positive Behavior Intervention Supports (P.B.I.S.) program
- Providing a college/career focus by implementing S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) curricula

School Mission:

Our mission is to promote a partnership that includes students, staff, parents, and the community to ensure the academic success of all students. Teachers and support staff provide a rigorous, standards-based instructional program to Taft's diverse student population. Instruction is data-driven to meet grade level expectancy and individual needs. A strong focus will be the Common Core State Standards as teachers are trained and implement this high rigor of instruction.

Positive Behavior Interventions and Supports:
Taft has implemented Positive Behavior Interventions and Support (PBIS), a school-wide discipline program that utilizes proactive strategies for defining teaching and supporting appropriate student behaviors. At Taft, PBIS encompasses an integrated approach that focuses on prevention, instruction, and intervention by way of Taft's PBIS coaches, its PBIS team and staff members. A positive school climate and support for all students is implemented in both classroom and non-classroom areas utilizing "Tiger Tickets", students of the week and other positive reinforcements which are a daily part of life at Taft Elementary School.

Taft and Target's (TnT) Fit to Read Lab:
In January of 2012, Taft Elementary School was the recipient of a $100,000 unrestricted grant from Target and the Ellen DeGeneres Show. The funds have been used to create a one-of-a-kind exercise and reading lab that utilizes gym-quality recumbent bicycles coupled with student reading activities. The purpose of the lab is to measure and take advantage of the effects of exercise and reading.

In October 2014, Taft opened up a completely remodeled state of the art library and digital learning center courtesy of 'Heart of America' along with volunteers from Target.

Fun Fitness Fridays:
As a support to both Taft's PBIS program and physical fitness goals, Taft has implemented Fun Fitness Fridays. This is a school-wide, physical education activity which focuses on 8 different centers of enriched physical activity where students are constantly engaged. The activities range from jump ropes to hula-hoops, kick boxing, and basketball drills. All activities are designed and led by student leaders from our 5th-6th grade classes.

District ProfileSanta 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	101
Grade 1	64
Grade 2	59
Grade 3	91
Grade 4	94
Grade 5	100
Grade 6	72
Total Enrollment	581

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.2
American Indian or Alaska Native	0.7
Asian	5.2
Filipino	0.9
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0.3
White	4.5
Socioeconomically Disadvantaged	80.6
English Learners	41.7
Students with Disabilities	25.3
Foster Youth	0.7

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			
William Howard Taft Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	37	37	36
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			
William Howard Taft 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	1

*   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, *Expressions*	K-5
Language Arts		
2018	Benchmark Education Company, *Benchmark Advance*	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, *Benchmark Adelante*	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM Math	6-8
Language Arts		
2010	Hampton Brown, *Inside Language (A-G)*	6-8
2003	Holt, Rinehart, Winston	6-8
Science(s)		
2007	Holt, Rinehart, Winston, *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8
Social Science		
2006	Pearson/Prentice-Hall, *Ancient Civilization*	6
2006	Pearson/Prentice-Hall, *Medieval & Early Modern Times*	7
2006	Glencoe/McGraw Hill, *Discovering our past: The American Journey to WWI*	8

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: 7/26/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	STAGE: Ceiling panel needs to be replaced wo: 28642
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	PORTABLE 6: Needs 2 receptacle covers wo: 28640 Ramp needs repair wo: 28642 PORTABLE 7: Needs electrical cover outside of classroom wo: 28640 Ramp needs repair wo: 28642 PORTABLE 9: Needs electrical cover outside of classroom wo: 28640 ROOM A-16: Needs a cover plate wo: 28640 ROOM A-22: Needs floor electrical outlet cover wo: 28640
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	GIRLS PORTABLE RESTROOM: Ramp needs repair wo: 28642 PORTABLE 3: Hole on outside of siding wo: 28642 PORTABLE 5: Outside wood siding needs to be replaced wo: 28642 PORTABLE 6: Needs 2 receptacle covers wo: 28640 Ramp needs repair wo: 28642 PORTABLE 7: Needs electrical cover outside of classroom wo: 28640 Ramp needs repair wo: 28642 ROOM B-49: Outside stucco wall needs to be patched wo: 28632
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

Subject	2017-18 CAASPP Results for All Students					
	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	15.0	20.0	31.0	32.0	48.0	50.0
Math	11.0	17.0	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.

Subject	CAASPP Test Results in Science for All Students					
	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	24.2	10.5	7.4

* 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.

Student Group	School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	326	99.09	20.25
Male	163	161	98.77	18.63
Female	166	165	99.40	21.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	30.00
Filipino	--	--	--	--
Hispanic or Latino	281	278	98.93	17.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	263	262	99.62	19.08
English Learners	197	195	98.98	16.41
Students with Disabilities	78	76	97.44	3.95
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	330	327	99.09	16.82
Male	164	162	98.78	16.05
Female	166	165	99.4	17.58
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	50
Filipino	--	--	--	--
Hispanic or Latino	282	279	98.94	13.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	16.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	263	262	99.62	14.89
English Learners	197	196	99.49	14.8
Students with Disabilities	79	76	96.2	6.58
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 Taft 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. Taft 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
- Career Day
- Music/choir and/or theater performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops including the Olive Crest Active Parenting Program.

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

- School Site Council
- English Language Advisory Council

- Parent Teacher Association (PTA). PTA has been cited as an exemplary organization that continues to provide on going support to the Taft community.

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 550-1400.

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
- Facebook
- Taft's digital Marquee
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners

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	0.6	0.5	1.1
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)	.75
Psychologist	1.75
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	4
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	18	23	16	2	1	4	3	3	3			
1	23	27	28				3	2	2			
2	20	22	24	2	1		2	3	2			
3	25	29	19	1		2	3	2	3			
4	21	23	30	1	1		2	3	2			
5	20	18	23	2	3	2	3	3	3			
6	26	14	21		2	2	2	1	2			
Other	7	8	7	5	5	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 state standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state 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 the individual school sites may have included: Common Core State Standards, Open Court, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., effective grading practices, strategic schooling strategies, etc. Taft is currently an AVID Elementary School and is continually implementing AVID strategies and attending various AVID seminars and Summer Institutes. Utilizing technology to provide access, staff is continuing to receive exposure to strategies such as personalized and blended learning with a focus of small group collaborative instruction.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. District training opportunities have focused on the following:

At the elementary level -
- Common Core State Standards
- Benchmark Curriculum
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents

- Special Education
- Data Analysis
- Curriculum Mapping
- Thinking Maps
- Write from the Beginning
- NWEA MAP
- DIBELS

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

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.

School professional development has been focused on implementation of AVID strategies including the following: students are being taught organizational skills by utilizing a binder for record keeping, etc., and students are learning note taking skills via one column, two column and Cornell notes. At staff meetings, teachers are presenting to their peers successful strategies being implemented within their classrooms.

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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	12889	6959	5930	94356
District	◆	◆	$6,836	$91,640
State	◆	◆	$7,125	$80,764
Percent Difference: School Site/District			-14.2	2.9
Percent Difference: School Site/ State			-18.3	15.5

* 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.

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.