



Gerald P. Carr Intermediate School

2120 West Edinger Avenue • Santa Ana, CA 92704-4106 • (714) 480-4100 • Grades 6-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Santa Ana Unified School District

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School Description

Gerald P. Carr Intermediate School (Carr Intermediate) is located at the corner of West Edinger Street and South Raitt Street in the city of Santa Ana. We offer a wide range of programs to support our students: after school tutoring, summer intervention classes, and Saturday WIN classes. Parents may enroll students in the Engage 360 after school program.

Parents are welcomed as partners in their children's education. General parent meetings are held monthly in both the morning and evening. Parents, also, participate in leadership groups (e.g., School Site Council, English Language Advisory Committee, and Parent-Teacher-Student Organization). We encourage parents to volunteer - helping in classrooms, in the lunch area, and office. They are invited to observe their children at school at any time.

Students are challenged to:

- Think critically;
- Analyze, argue, and defend critical issues;
- Develop study skills;
- Develop self-assessment skills;
- Communicate effectively;
- Increase their oral, written, and reading proficiency;
- Work collaboratively with others.

As educators, we challenge ourselves to:

- Strengthen student/teacher/parent communication;
- Provide a safe and orderly environment.

School Mission

Carr Intermediate is a community of learners where students, staff, and parents are valued and recognized. In order to achieve and maintain excellence, we are committed to maximizing student potential, emphasizing high expectations and standards, and developing pride and appreciation for life-long education and achievement.

District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, 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 84% enrolled in the Free or Reduced Price Meal program, 34% 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	430
Grade 7	500
Grade 8	475
Total Enrollment	1,405

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.4
Asian	1.6
Filipino	0.1
Hispanic or Latino	97.2
Native Hawaiian or Pacific Islander	0.1
White	0.3
Two or More Races	0.1
Socioeconomically Disadvantaged	94
English Learners	37
Students with Disabilities	15.4
Foster Youth	0.4
Homeless	19.7

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 for Gerald P. Carr	17-18	18-19	19-20
With Full Credential	60	58	57
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1946
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Gerald P. Carr Intermediate School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

* 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 2019-20)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On September 10, 2019, 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. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM, <i>Math</i>	6-8
Language Arts		
2018	McGraw Hill, <i>StudySync</i>	6-8
2017	Pearson, <i>ILit ELL</i>	6-8
Science(s)		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval & Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	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: 7/17/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	LIBRARY: Some tables and cabinets are missing some of the finish molding or covers at the edges -W/O #47895

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		ROOM 202: Cabinet doors need to be replaced -W/O #47895 ROOM 310: Need window covering vertical-blinds -W/O #47956 ROOM 312: Need window covering -W/O #47956
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	AUDITORIUM: Missing ceiling tiles -W/O #47895 GYM: Need blinds -W/O #47956 ROOM 201: Cracks on the wall by the window -W/O #44770 ROOM 203: Stucco wall is damaged by water -W/O #47954 ROOM 306: Replace ceiling tile -W/O #47895 ROOM 401: need new gutters -W/O #47954 ROOM 402: need new gutters -W/O #47954 ROOM 403: need new gutters -W/O #47954 ROOM 404: need new gutters -W/O #47954 ROOM 405: need new gutters -W/O #47954 ROOM 406: need new gutters -W/O #47954 ROOM 407: need new gutters -W/O #47954 ROOM 408: need new gutters -W/O #47954 ROOM 409: need new gutters -W/O #47954 ROOM 410: need new gutters -W/O #47954 ROOM 411: need new gutters -W/O #47954 ROOM 412: need new gutters -W/O #47954 ROOM 501: need new gutters -W/O #47954 ROOM 502: need new gutters -W/O #47954 ROOM 503: Need new gutters -W/O #47954 ROOM 504: Need new gutters -W/O #47954 ROOM 505: Need new gutters -W/O #47954 ROOM 506: need new gutters -W/O #47954 ROOM 507: need new gutters -W/O #47954

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		ROOM 508: need new gutters -W/O #47954 ROOM 509: Need new gutters -W/O #47954; Cabinet door broken -W/O #47895 ROOM 510: Need new gutters -W/O #47954 ROOM 511: Need new gutters -W/O #47954
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	GYM: Need blinds -W/O #47956 ROOM 402: need blinds -W/O #47956 ROOM 403: need blinds -W/O #47956 ROOM 404: need blinds -W/O #47956 ROOM 405: need blinds -W/O #47956 ROOM 406: need blinds -W/O #47956 ROOM 407: need blinds -W/O #47956 ROOM 408: need blinds -W/O #47956 ROOM 409: need blinds -W/O #47956 ROOM 410: need blinds -W/O #47956 ROOM 411: need blinds -W/O #47956 ROOM 412: need blinds -W/O #47956 ROOM 501: need blinds -W/O #47956 ROOM 502: need blinds -W/O #47956 ROOM 503: Need window covering -W/O #47956 ROOM 504: Need window covering -W/O #47956 ROOM 505: Need window covering -W/O #47956 ROOM 506: need blinds -W/O #47956 ROOM 507: need blinds -W/O #47956 ROOM 508: need blinds -W/O #47956 ROOM 509: Need blinds -W/O #47956 ROOM 510: Need blinds -W/O #47956 ROOM 511: Need blinds -W/O #47956
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	18	25	32	35	50	50
Math	14	18	26	28	38	39

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.

School Year 2018-19 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	1351	1347	99.70	24.50
Male	702	699	99.57	20.89
Female	649	648	99.85	28.40
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.00	56.52
Hispanic or Latino	1317	1313	99.70	23.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	1263	1260	99.76	23.97
English Learners	903	901	99.78	13.87
Students with Disabilities	173	172	99.42	4.07
Students Receiving Migrant Education Services	35	35	100.00	28.57
Foster Youth	--	--	--	--
Homeless	258	258	100.00	0.00

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	21.7	19.0	14.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2018-19 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	1350	1346	99.70	17.53
Male	701	698	99.57	17.19
Female	649	648	99.85	17.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.00	69.57
Hispanic or Latino	1315	1311	99.70	16.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	1263	1260	99.76	16.90
English Learners	902	900	99.78	9.22
Students with Disabilities	174	173	99.43	1.73
Students Receiving Migrant Education Services	36	36	100.00	11.11
Foster Youth	--	--	--	--
Homeless	258	258	100.00	0.00

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 2019-20)

Parents are encouraged to actively participate in Carr Intermediate School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents are also invited to help chaperone school field trips.

Parents have many opportunities to support their children's learning, including:

- Back to School Night
- Open House
- Student performances, including drama, music, and dance
- Fundraisers
- Career Day
- Science fairs
- Sports events
- Student recognition assemblies
- Parent education training and/or workshops
- Parent Conferences
- Promotion activities

Parents may give input into curricular programs, activities, and the design of the School's Plan through participation in:

- School Site Council
- English Language Advisory Council
- Parent Teacher School Organization (PTSO)
- LCAP Parent Meetings
- Monthly Parent Meetings

Parents may contact the school's Outreach Consultant at 714-480-4100 for information regarding parent participation opportunities.

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
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Principal Information Videos
- Flyers
- Letters
- School Marquees/Banners
- New Student Orientations
- Facebook
- Monthly Parent Meetings
- Weekly Principal phone calls informing parents of their children's GPA and number of missing assignments

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 CSSP is managed by the District via Doc-Tracking. 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 also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.6	11.1	10.3
Expulsions Rate	0.2	0.1	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	702.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	28	8	13	15	26	14	19	13	27	13	13	16
Mathematics	27	7	17	11	26	11	13	13	28	9	14	13
Science	29	5	9	18	27	9	15	11	30	7	9	17
Social Science	30	5	6	20	30	6	5	20	30	6	11	16

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, LCAP requirements, teacher input, state content standards, and professional development surveys.

Professional Development opportunities are offered in the areas of classroom management, Visual Instructional Plans, and technology implementation in the classroom.

All staff development activities in the Santa Ana Unified School District are focused on increasing student learning and proficiency. 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 focused on the following:

- Common Core - CPM Training
- Common Core - StudySync
- Common Core - NGSS
- Achieve3000
- GoGuardian
- ThinkingMaps
- PBIS
- NWEA - MAP Data Analysis
- Language Arts/Math
- AVID Training (Advancement Via Individual Determination)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Professional Learning Communities
- Technology Integration
- Tools for Teaching
- New Teacher Orientation

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Teacher Induction & Professional Support Program (TIPS) 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

* 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)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6647	1669	4978	85326
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.6	-11.7
School Site/ State	-37.3	2.5

Note: Cells with N/A values 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.

- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

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.