Manuel Esqueda Elementary School

2240 South Main St. • Santa Ana, CA 92707 • (714) 431-1500 • Grades K-8
Kevin Tonai, Principal
kevin.tonai@sausd.us
www.sausd.us/esqueda

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

Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
714-558-5501
www.sausd.us

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School Description

Manuel Esqueda (Esqueda) is located at the corner of South Main Street and West Warner Avenue. Esqueda is focused on increasing student achievement to meet or exceed state standards in all academic areas including proficiency in the English language. Each staff member realizes the potential in all students and works together through collaborative efforts with students, parents, and the community to maintain an environment conducive to academic and personal success. Our students will be prepared to utilize technology to ensure access to the career of their choice. Students, staff, and parents understand their role and responsibility in supporting the classroom instruction, maintaining an educational focus at home and utilizing resources to ensure student success. Esqueda's focus for all students, K-8, builds on the foundation of English language instruction, science, mathematics and music. Esqueda provides instructional music instruction for students in grades 3-8. AVID instruction is widely used in grades K-8 and students in the middle school have elective options in AVID, Project Lead the Way, Speech and Debate, and Spanish.

Mission:

Esqueda is dedicated to high academic achievement for all students, inspiring students to reach their full potential at school and throughout life by creating an atmosphere that appreciates diversity, maintains high standards for learning and citizenship, incorporates technology, and supports a partnership based on respect between school and community to reach our goals. Esqueda will commit to curriculum and instruction, strategies and interventions, parent and community involvement, staff development and professional collaboration, increased access to technology and extended learning opportunities for all students.

School Profile:

The school community believes that all students can learn and reach their highest personal and academic potentials. To this end, Esqueda staff will focus on student engagement through curriculum implementation, teaching methodology and pedagogy, and student data analysis.

The school's action plan indicates that staff will integrate the core curriculum adopted programs with appropriate research based strategies in teaching methodologies and pedagogy. Teachers and administrators will use the Benchmark Advance program, Study Sync program, District Writing Assessments, MAP (Measures of Academic Progress), the ELPAC assessments, the Math Expressions program, CPM program, the Content subjects' program assessments, the California Common Core State assessments and other assessments to review student progress and teaching practices. At Esqueda, student performance data will drive the instructional decision making. In-class interventions will be utilized to meet the individual needs of all students. Teachers will engage students in whole class, small group and one-on-one instruction. A strict adherence to the state approved curriculum with a focus on instructional pedagogy and methodology will ensure that the academic standards in each grade level are being met. Esqueda will implement designated ELD times at each grade level using ELD resources from the Benchmark Advance ELD program. Moreover, Esqueda's Tutoring Programs will target students who are "Below Standard" or "Nearly Met Standard" in English language arts and Mathematics.

During the 2018-19 school year, Esqueda received Platinum level recognition for its implementation of Positive Behavioral Interventions and Supports (PBIS) standards.

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
Kindergarten	129
Grade 1	100
Grade 2	103
Grade 3	116
Grade 4	122
Grade 5	154
Grade 6	127
Grade 7	129
Grade 8	120
Total Enrollment	1,100

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	0.5
Hispanic or Latino	98.8
Native Hawaiian or Pacific Islander	0.2
White	0.3
Socioeconomically Disadvantaged	91.5
English Learners	45.1
Students with Disabilities	10
Foster Youth	0.5
Homeless	7.2

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 for Manuel Esqueda	17-18	18-19	19-20
With Full Credential	51	47	45
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	♦	♦	45
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Manuel Esqueda Elementary 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	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 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	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	Scott- Foresman, *History-Social Science for California*	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: 6/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	LIBRARY: Torn carpet -W/O #47981 MPR: Missing floor tile & need drywall repair -W/O #44893 ROOM B101: Torn carpet -W/O #47981 ROOM C105: Countertop broken by sink - W/O 44893 ROOM C106: Need to patch a 1 1/2 in by 1 1/2 hole on wall (drywall) on south side -W/O #44893

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM B109: Light fixture making noise - W/O #44892 ROOM B111: Electrical outlet not working above sink -W/O #44892 ROOM C102: Two electrical outlets need cover -W/O# 44892
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	BUILDING A BOYS RESTROOM: Toilet needs vacuum breaker replace -W/O #44889 BUILDING C BOYS RESTROOM DN: Toilet needs vacuum breaker replace -W/O #44889 BUILDING C BOYS RESTROOM UP: Toilet needs vacuum breaker replace -W/O #44889 BUILDING C GIRLS RESTROOM DN: 2 Toilets need vacuum breaker replace - W/O #44889 BUILDING C GIRLS RESTROOM UP: 4 Toilets need vacuum breaker replace - W/O #44889 NURSE OFFICE: Toilet needs vacuum breaker replace -W/O #44889 ROOM B101 HALLWAY: Toilet needs vacuum beaker replace leaking W/O #44889 ROOM B103: Drinking fountain leaking non-stop -W/O #44889 ROOM B104: Drinking fountain leaking non-stop -W/O #44889 ROOM B107 HALLWAY: Toilet needs vacuum breaker replace -W/O #44889 ROOM B201 HALLWAY: Toilet needs vacuum breaker replace -W/O #44889 ROOM B207 HALLWAY: Toilet needs vacuum breaker replace -W/O #44889 ROOM C101 HALLWAY: Toilet needs vacuum beaker replace -W/O #44889, Door plate on lock needs a screw in the restroom -W/O #44893 ROOM C107 HALLWAY: Toilet needs vacuum breaker replace -W/O #44889 ROOM C112: Drinking fountain shoots too far -W/O #44889 ROOM C202: Drinking fountain has low pressure -W/O #44889 ROOM C206: Drinking fountain shoots too far -W/O #44889 TEACHERS LOUNGE: Toilets need vacuum breaker replace -W/O #44889
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	CAFETERIA: Need ceiling repair (patch) from a roof leak -W/O #47979 CONCRETE: In front of B103 we have concrete that is raised about 1 inch -W/O #47975 MPR: Missing floor tile & need drywall repair -W/O #44893 PAVEMENT ASPHALT: Cracks around the play area and parking lot A -W/O #47975 PLAYGROUND BY BUILDING C: Damage floor matting, Jungle gym missing screw - W/O #47972
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	PLAYGROUND BY BUILDING C: Damage floor matting, Jungle gym missing screw - W/O #47972 ROOM B111: Electrical outlet not working above sink -W/O #44892
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	22	26	32	35	50	50
Math	19	22	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.

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
5	22.0	23.3	14.0
7	26.9	21.5	13.8

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.

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	759	755	99.47	26.49
Male	365	362	99.18	21.82
Female	394	393	99.75	30.79
Asian	--	--	--	--
Hispanic or Latino	753	749	99.47	26.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	703	700	99.57	26.00
English Learners	536	532	99.25	21.80
Students with Disabilities	94	93	98.94	9.68
Foster Youth	11	11	100.00	9.09
Homeless	64	63	98.44	1.56

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	759	759	100.00	22.00
Male	365	365	100.00	23.56
Female	394	394	100.00	20.56
Asian	--	--	--	--
Hispanic or Latino	753	753	100.00	21.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	703	703	100.00	21.62
English Learners	536	536	100.00	17.54
Students with Disabilities	94	94	100.00	10.64
Foster Youth	11	11	100.00	9.09
Homeless	64	64	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 get involved in Esqueda 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, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Esqueda 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
- Parent/Wellness Center
- Neighborhood Leadership Team
- Fundraisers
- Jogathon
- Talent Show
- Music performances
- STEM nights
- Sports events - Cross Country, Volleyball, Flag Football, Basketball, Soccer, Hockey, Track and Field
- Speech and Debate Tournaments
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Parent Reflective Learning Walks
- English instruction classes for parents

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
- LCAP Meetings
- Parent Teacher Association (PTA)
- Padres Unidos
- Disciplina Positiva

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 431-1500.

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
- Class Dojo
- Facebook page
- Instagram page
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations
- Social Media Links

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	3.4	3.5	2.2
Expulsions Rate	0.0	0.0	0.0

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*	1100.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		5		26		5		26	1	4	
1	30		4		27		4		25		4	
2	25		5		29		4		26		4	
3	29		5		27		5		29		4	
4	29		4		30		5		24		5	
5	32		4	1	27	1	4		31		5	
6	30	2	7	13	31	4	2	17	27	4	11	8
Other**	11	2										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California Common Core State Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, 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.

The Esqueda Instructional Leadership Team and grade level leaders provide guidance and direction on instructional focus and practice. Both teams will continue to meet with the school administration and all teachers to further develop and enhance the instructional program for all students. All teachers will participate in modified Wednesday collaboration meetings twice a month. In addition, teachers and administration will participate in a monthly, school-wide collaboration meeting as well as a monthly staff meeting. Esqueda will conduct vertical collaboration meetings in key subject areas within our K-8 School. Teachers in grades K-8 will discuss and implement a school-wide plan to improve student achievement across all grade levels. During this time teachers will analyze and use test data to help guide goals for future instruction. Teachers will have data chats within their collaborative groups to analyze and discuss modifications to the curriculum. AVID instruction will be incorporated in classrooms schoolwide with monthly introductions of AVID strategies throughout the year. Other staff training topics at Esqueda included: Benchmark Advance, Common Core Strategies through text complexity, AVID, Thinking Maps, PBIS (Positive Behavior Intervention Support), effective teaching strategies from Marzano, et al., effective grading practices, etc.

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:

- Spark Training (various topics)
- CORE Reading
- SIPPS (1st-3rd grades)
- Benchmark Advance Training
- Math Expressions Training
- Irvine Math Project Training
- Common Core Strategies: text complexity and collaborative academic conversations
- AVID
- Report card and grading
- Google Classroom
- Purposeful Use of Technology
- MTSS
- Framework for Teaching and Learning
- Differentiated Instruction
- PBIS (Positive Behavior Intervention and Support)
- Gifted and Talented Education
- Working with Parents
- Restorative Practice Training
- Run, Hide, Fight
- Safety Training
- Class Dojo
- Parent Link
- Social and Emotional Learning
- Special Education
- MAP Data Analysis and Using Data to Drive Instruction
- Reflective Learning Walks
- Thinking Maps

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

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6529	923	5607	95996
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	-26.5	-6.4
School Site/ State	-34.3	7.8

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.

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
- 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.