



Fremont Elementary School

1930 West 10th St. • Santa Ana, CA 92703-2045 • (714) 972-4300 • Grades K-5

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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

John C. Fremont Elementary School (Fremont Elementary) is located on the corner of West 10th Street and English Street, just north of West Civic Center Drive. Fremont Elementary is a self-contained, open space building with partitions serving as room dividers. There are 25 classroom spaces, a library, a music room, a computer lab, and a variety of offices. All classrooms have a SMART Board, 4 student computer stations and each room has at least 2 data drops for internet access. Every student in grades K-5 has their own assigned Chromebook. In addition, Kinders have access to 60 iPads. Our school computer lab has 35 computer stations. Fremont Elementary School is a thriving and exciting place for students to learn. It is the goal of all staff members to provide each child with the academic, social, and emotional tools necessary to becoming competent, capable, and concerned 21st Century citizens. Everyone is committed to providing all students with the best and sound instructional education and are passionate about ensuring academic success for all.

In the 2018-19 school year, Fremont Elementary's focus was to use instructional strategies that engage students in learning activities that help them meet the Common Core State Standards in both English Language Arts and Mathematics preparing them for college and career. Through data analysis of student assessments, the instructional staff has identified the need for a literacy campaign to increase reading comprehension and fluency. The staff is committed to creating a positive and safe school climate through Positive Behavior Interventions and Supports (PBIS). In the 2018-19 school year, Fremont Elementary increased by 2% proficient in English Language Arts on the Smarter Balanced Assessment (SBAC). Fremont is recognized as a Platinum School by the California PBIS (Positive Behavior Intervention Strategies) Coalition for implementing PBIS with fidelity to the national framework.

Fremont Elementary students are offered a variety of programs that provide them with both enrichment and intervention. All students use technology for personalized learning through Spatial-Temporal Math (ST Math - also known as Jiji), Accelerated Reader (AR), Lexia and/or Reading Plus. Throughout the school year, teachers offer students before or after school tutoring or enrichment. The school provides a full inclusion Mild-to-Moderate Special Education program in several service models, pull-out and/or push in collaboration with a specialist. The Engage 360 after-school program offers academic enrichment, homework support, and physical activity to approximately 200 students. During the summer break, students can participate in Engage 360, Summer Enrichment, or Extended School Year. Students are given the opportunity to develop their leadership skills through student council and a variety of school based programs. In addition, students in grades 2-5 are provided with music classes and students in grades TK-5 are provided art classes. There is a preschool program and an early literacy, m\Mommy/Daddy and me class offered on campus to help prepare young children for kindergarten. Incoming kindergarten students are offered a 2 to 3 week Kinder Boot Camp experience to help the transition into kindergarten and make the beginning of the coming school year less stressful and more familiar experience. Parents are our partners and are always welcome on our school campus as parent leaders, volunteers, or participants in the learning opportunities being offered. There is a community worker 4 1/2 days per week and a counselor 2 days per week to assist and help meet the social and emotional needs of our students and their family.

School Mission

Fremont Elementary School promotes high academic achievement through an integrated, California Common Core State Standards based curriculum. To accomplish this, accountability will be consistently monitored through a systematic assessment process. Parent and community partnerships will form another integral component that maximizes every child's individual academic, social, and emotional growth.

School Vision

Fremont Elementary School expects that all students will achieve high academic success, enabling them to prepare for college and career and to develop into socially responsible, contributing members of society, with a life-long commitment to learning.

Statement of Behavior Purpose

Fremont Elementary is a community of scholars whose goal is to learn and to help each other to be good citizens.

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	93
Grade 1	83
Grade 2	91
Grade 3	89
Grade 4	83
Grade 5	97
Total Enrollment	536

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	1.1
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0.2
White	0.2
Socioeconomically Disadvantaged	92.7
English Learners	57.1
Students with Disabilities	13.6
Foster Youth	1.1
Homeless	7.8

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 Fremont Elementary School	17-18	18-19	19-20
With Full Credential	26	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified School District	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 Fremont 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, <i>Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill, <i>California Science</i>	K-5
Social Science		
2007	Scott- Foresman, <i>History-Social Science for California</i>	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day 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: 7/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CR-12: Broken internet box needs repair - W/O #44897
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS RESTROOM WESTSIDE: Loose faucet -W/O #44896 CR-1: Loose faucet -W/O #44896
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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	25	28	32	35	50	50
Math	27	25	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	15.8	22.1	10.5

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	261	258	98.85	27.52
Male	126	123	97.62	26.02
Female	135	135	100.00	28.89
Hispanic or Latino	260	257	98.85	27.24
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	242	239	98.76	27.62
English Learners	210	207	98.57	23.19
Students with Disabilities	42	41	97.62	12.20
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

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	260	259	99.62	25.48
Male	125	124	99.20	28.23
Female	135	135	100.00	22.96
Hispanic or Latino	259	258	99.61	25.58
Native Hawaiian or Pacific Islander	--	--	--	--
Socioeconomically Disadvantaged	241	240	99.59	26.25
English Learners	209	208	99.52	22.60
Students with Disabilities	42	41	97.62	9.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	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 highly encouraged to get involved in Fremont Elementary School's learning community by volunteering their time, attending school-sponsored events, and/or sharing in the decision-making process. The school welcomes assistance in the classrooms, library, office, and during special school events, chaperone educational field trips, etc. Fremont Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts, which include:

- Monthly Parent Meetings
- Back-to-School Night and Open House
- Friday Morning flag assemblies
- Student performances
- Fundraisers
- Music and choir performances
- Promotion activities
- Student recognition assemblies
- Parent education classes, training and/or workshops

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

- School Site Council
- LCAP Meeting
- English Learner Advisory Committee
- Parent Teacher Association (PTA)
- Padres en Accion
- GRIP Greeter Program
- Padres Unidos

Parents seeking more information about becoming an active member in the school community may contact the school office at (714) 972-4300. The school's Parental Involvement Policy (PIP) provides more details about how parents can partner with the school. A copy is sent home at the beginning of the school year in the student information packet but copies are always available in the school office.

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
- Personal phone calls
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- Remind/Class Dojo/Emails/Social Media

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).

Fremont Elementary School's administration, teaching staff, support staff, and site safety committee, consider student wellness and health, along with academic achievement, to be top priorities. In addition to our principal and TOSA, the school employs a nurse, a psychologist, a part-time psychologist for student group intervention and full time speech teacher, to help support students and their families. We participate in Red Ribbon Week and Cyber Savvy Week during the months of October and December. All staff is in-serviced in Child Abuse Awareness and reporting, Bullying, Sexual Harassment and Appropriate Use of Technology each year. Fremont is also supported by an after school program, Engage 360, that is open before school at 6:30 a.m. and after school until 5:30 p.m. every day.

School rules for safety are explained to students by teachers in the classroom, by administration during morning opening assemblies on Fridays, and through PBIS behavior expectation rotations to different locations on the campus throughout the year. Classroom rules and expectations are explained to students in each classroom at the beginning of the year, are communicated to parents at the beginning of the year, and are posted in each classroom. Administrators, teachers and parents have meaningful discussions about how to support the students' academic and social development at parent conferences, in grade level parent meetings, and in Student Success Team meetings. When students do not follow school rules, progressive discipline procedures are followed. Misbehavior is not tolerated, and is dealt with positively yet firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus. All of this works to support the safety and socio-emotional wellness of all students.

Disaster preparedness is an on-going effort at Fremont. We have monthly drills of various types, including fire, earthquake and lockdowns, in case of an intruder/active shooter on campus. A school emergency plan has been developed, (this plan is reviewed by School Site Council at the beginning of each calendar year) and maps for evacuation are posted in all classrooms. Every classroom has an emergency backpack, extra class rosters, and accountability forms which are at the ready for all drills and in case of any real emergencies. Office staff and the nurses office has designated carts already supplied with all student emergency information as well as forms for checking out students to parents, and any medications and first aide supplies needed in case of a real emergency. Teachers and staff are partnered with at least one other teacher and teams of teachers are ready and trained to perform tasks on the medical team, the team that sweeps the building for the injured, the student reunification team, as well as the command post team. Areas of need and concerns about drills and procedures are reviewed and discussed on an on-going basis through our monthly Safety Committee meetings.

All members of the Fremont Elementary family are committed to this safety plan in order to make our school a safe place for our students, staff and community members to learn, work and grow.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	1.0	1.8
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	3.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	30		4		25		4		23	1	3	
1	32		2	1	30		3		28		3	
2	30		3		30		3		30		3	
3	27		4		27		3		30		3	
4	28		4		32		3		28		3	
5	29		4		31		4		32		2	1
Other**												

*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	10	10	7

All curriculum and instructional improvement activities at Santa Ana Unified School District (SAUSD) are aligned to equip teachers how to provide instruction of the California Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys.

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 break and generally focus on curriculum, teaching strategies, and methodologies. District training opportunities focused on the following:

- Implementation of newly adopted Mathematics (Expressions) and English Language Arts (Benchmark Advanced) curriculum
- English Language Development
- Response-to-Intervention (RtI)
- Reading Intervention Strategies
- Differentiated Instruction
- Gifted-and-Talented Education (GATE)
- MAP Testing
- DIBELS Testing
- CAASPP Testing
- PBIS (Positive Behavior and Intervention Supports)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- PBIS training
- Irvine Mathematics Project trainings
- Math Expressions trainings (2017-18)
- SIPPS trainings (2016 to present)
- NGSS trainings (2016-17)
- No Excuses University
- AVID Trainings
- Daily 5

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 - SAUSD offers Peer Assistance and Review (PAR), which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers - referred to as Consulting Teachers (CTs) - provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, academic 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	7411	1293	6119	102804
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	-17.3	4.2
School Site/ State	-25.1	18.4

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.