



# McFadden Intermediate School

2701 South Raitt St. • Santa Ana, CA 92704-5599 • (714) 479-4000 • Grades 6-8

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<http://www.sausd.us/mcfadden>

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



### Santa Ana Unified School District

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#### District Governing Board

Rigo Rodriguez, Ph.D., President  
Valerie Amezcua, Vice President  
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John Palacio, Member  
Carolyn Torres, Member

#### District Administration

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**Superintendent**

Alfonso Jimenez, Ed.D.  
**Deputy Superintendent,  
Educational Services**

Thomas A. Stekol, Ed.D.  
**Deputy Superintendent,  
Administrative Services**

Daniel Allen, Ed.D.  
**Assistant Superintendent, K-12  
Teaching and Learning**

Mayra Helguera, Ed.D.  
**Assistant Superintendent, Special  
Education/SELPA**

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**Assistant Superintendent, K-12  
School Performance and Culture**

Hiacynth Martinez, Ed.D.  
**Assistant Superintendent, Human  
Resources**

Manoj Roychowdhury  
**Assistant Superintendent, Business  
Services**

Orin Williams  
**Assistant Superintendent, Facilities  
& Governmental Relations**

### School Description

McFadden Intermediate School (McFadden) is located at the corner of West Adams Street and South Raitt Street in the city of Santa Ana. The academic emphasis at McFadden is on "Designing 21st Century Learning" in English language arts, mathematics, science, elective programs, physical education and social sciences. Students follow a six period schedule which allows students to have one period of an elective class. Several classes of intensive intervention for English language arts are also provided, allowing these students to have a period of ELA instruction support. The master schedule is organized so that the majority of teachers who teach the same subject(s) have the same preparatory period. This allows for professional collaboration on a daily basis. Teachers are strongly encouraged to use this time to develop common lesson plans, review student achievement data and share instructional strategies that are effective with middle school students. Upon completion of the eighth grade, students are expected to be able to successfully read for understanding and perform mathematical operations that include a mastery of algebraic computations. Students will also be prepared with 21st century skills to be college and career ready as individuals and be contributing and productive members of ever-changing schools, family, community, and society.

McFadden also has a strong visual and performing arts program. Students are given the opportunity to explore and participate in visual art, choir, band or orchestra. The school's performing arts facilities feature both indoor and outdoor stages. Students share their talents at school and community-based events. McFadden also offers the oldest Dual Language Academy (D.L.A.) for intermediate schools in the Santa Ana Unified School District. Our D.L.A. students participate in a zero period physical education class so that they are able to take an extra elective class on top of their rigorous Spanish literature elective. McFadden has also added AVID to our 7th and 8th grade students and offers 6 sections of instruction. This year we continue to offer the McFadden Pre-IB Academy which concentrates in global citizenship, STEM and the arts. A variety of instructional programs are provided for students outside of the school day. Approximately 135 students attend the after school program. Approximately 700 students participate yearly in a variety of intramural athletic activities. Students can also make up days of absence by attending the Saturday Attendance Recovery Program (W.I.N) which is offered every Saturday. Approximately 40 students meet regularly with our Robotics teacher and work in the areas of engineering, algebra and physical science. McFadden is also a Project Lead the Way school for Computer Science. The PLTW Gateway To Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design, and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. They study mechanical and computer control systems; think robotics and animation. Students also explore the importance of energy, including innovative ways to reduce, conserve and produce it using solar, thermal and wind power. The knowledge that students gain and the skills they build from GTT create a strong foundation for further STEM learning in high school and beyond. We offer the most robust program for CTE in all of SAUSD.

### Mission

McFadden Intermediate School is committed to move beyond the basics and embrace the essential skills needed for the 21st Century by implementing Common Core State Standards, building autonomy through mastery and purpose, and creating a positive global school culture and climate. It is our mission to prepare all students for success in life by making sure that they are college and career ready by the time they transition to high school. With that end in mind we are committed to provide our students with global education and exposure to technology and the arts and instilling the notion of becoming lifelong learners.

## 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	353
Grade 7	422
Grade 8	409
Total Enrollment	1,184

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	0.5
Hispanic or Latino	93.6
Native Hawaiian or Pacific Islander	0.3
White	1.9
Two or More Races	0.4
Socioeconomically Disadvantaged	89.2
English Learners	30.2
Students with Disabilities	15.8
Foster Youth	0.6
Homeless	23.1

## 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 McFadden	17-18	18-19	19-20
With Full Credential	55	48	48
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	1	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 McFadden 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	1	2	1

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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
<b>Mathematics</b>		
2017	CPM, <i>Math</i>	6-8
<b>Language Arts</b>		
2018	McGraw Hill, <i>StudySync</i>	6-8
2017	Pearson, <i>ILit ELL</i>	6-8
<b>Science(s)</b>		
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
<b>Social Science</b>		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval &amp; 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: 7/15/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	GIRLS PE: Coach office can't open door gets stuck -W/O #43221 ROOM 37: Carpet full of bumps -W/O #43225 ROOM 46: Tear in carpet and stains all over -W/O #43225 ROOM 47: Tear in carpet and stains all over -W/O #43225
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	ROOM 32: Electrical & Data Wire cover borken & out of place -W/O #43214
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	BOYS PE: Two sinks broken faucet the knobs -W/O #43216 BOYS PORTABLE RESTROOM: Broken toilet -W/O #43216 RESTROOM BY LIBRARY: Sink water keeps running, It won't close all the way -W/O #43216 ROOM 41: Faucet squirts water when open all over -W/O #43216
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	KITCHEN: Storage door not opening cylinder spins only -W/O #43218 LIBRARY: Handle loose by copy room side -W/O #43218 MAIN OFFICE: Door doesn't close properly -W/O #43221 ROOM 10: Door out of place jammed not closing W/O #43221 ROOM 3: Key won't turn to open the door -W/O #43218 ROOM 39: Door does not open something is stuck in the cylinder -W/O #43218 THEATRON: Door doesn't close properly -W/O #43221
<b>Overall Rating</b>	<b>Good</b>	

## 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	23	21	32	35	50	50
Math	25	23	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
7	21.3	33.6	26.0

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	1176	1169	99.40	20.55
Male	607	604	99.51	15.09
Female	569	565	99.30	26.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00	46.67
Filipino	--	--	--	--
Hispanic or Latino	1100	1094	99.45	19.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45	19.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	1043	1040	99.71	19.71
English Learners	658	655	99.54	8.10
Students with Disabilities	188	186	98.94	4.30
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	277	275	99.28	0.72

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	1173	1163	99.15	22.81
Male	605	600	99.17	23.04
Female	568	563	99.12	22.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00	66.67
Filipino	--	--	--	--
Hispanic or Latino	1098	1089	99.18	20.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	1040	1035	99.52	21.45
English Learners	657	653	99.39	9.19
Students with Disabilities	186	184	98.92	5.98
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	277	273	98.56	1.44

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 McFadden Intermediate 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 during school events. Parents are always invited to help chaperon field trips. McFadden Intermediate 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 and School Showcases
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Parent/Student Orientation events

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 (ELAC)
- Monthly parent meetings and weekly Parent EdTech Academy and our Dual Language Academy Advisory Committee

Parents seeking more information about becoming an active member in the school community may contact the principal or FACE Liaison at (714) 479-4000.

School-to-home communication is provided in both English and Spanish. We have also recently opened our Family and Community Engagement Center to provide parents resources, including our Wellness Center. 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 website and Social Media (Instagram, Twitter, Facebook)
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations
- Parent Conferences
- SAUSD School Choice Fair

**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	7.7	7.7	10.9
Expulsions Rate	0.2	0.1	0.2

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*	592.0

\* 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26	15	13	10	25	14	10	11	24	18	9	11
Mathematics	23	14	19	6	24	11	18	5	27	8	14	9
Science	24	10	20	6	29	7	5	16	31	5	7	15
Social Science	27	10	10	13	27	10	8	12	30	5	12	11

\* 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	12	16	6

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards. Staff development efforts are identified based upon student assessment results, LCAP requirements, teacher input, state content standards, and professional development surveys. Additionally, McFadden Staff received professional development during staff and department meeting focusing on engagement strategies and the Common Core State Standards.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning, Social Emotional learning and proficiency as well as focusing on the Common Core State Standards. During the 2018-2019 school year, our district sponsored the equivalent of 16 days of staff development which focused on engaging students in their learning, analyzing student achievement data, using technology to enhance student achievement, and developing rigorous, standards-based lessons as well as PD on the new ELA and Math curriculum. In addition, the 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. They focus on curriculum, teaching strategies, and methodologies.

**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/](http://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	7659	1700	5960	94804
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	-19.8	-0.9
School Site/ State	-27.5	13.3

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.