Manuel Esqueda Elementary School

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

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Santa Ana Unified School District

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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 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 2019-20 school year, Esqueda received Platinum level recognition for its implementation of Positive Behavioral Interventions and Supports (PBIS) standards. Beginning in March 2020, Esqueda switched to a distance learning model of instruction due to the COVID-19 pandemic. Teachers used virtual instruction and the district created instructional packets of the core curriculum for students to work at home. Chromebooks were distributed to students for use at home. Programs used were Google Classroom, Zoom, Google Meet, ST Math, Lexia, MyOn, and other digital platforms were available for at-home instruction.

District Profile

Santa Ana Unified School District (SAUSD) is the eleventh largest district in the state, currently serving nearly 45,576 students in grades K-12, residing in the city of Santa Ana. As of 2019-20, SAUSD operates 36 elementary schools, 8 intermediate schools, 7 high schools, 4 educational options-secondary schools, and 1 dependent charter school. The student population is comprised of 81% enrolled in the Free or Reduced Price Meal program, 38% 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	108
Grade 2	97
Grade 3	104
Grade 4	115
Grade 5	123
Grade 6	136
Grade 7	121
Grade 8	121
Total Enrollment	1,039

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.6
Filipino	0.1
Hispanic or Latino	98.7
Native Hawaiian or Pacific Islander	0.1
White	0.2
Socioeconomically Disadvantaged	91.4
English Learners	47.6
Students with Disabilities	8.8
Foster Youth	1.1
Homeless	5.3

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 Elementary School	18-19	19-20	20-21
With Full Credential	47	45	44
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	1918
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Manuel Esqueda Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

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 22, 2020, 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. 20/21-3370 which certifies as required by Education Code §60119 that for the 2020-2021 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 22, 2020

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

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM, *Math*	6-8
Language Arts		
2018	McGraw Hill, *StudySync*	6-8
2017	Pearson, *ILit ELL*	6-8
Science(s)		
2007	Holt, Rinehart, Winston, *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8
Social Science		
2020	McGraw Hill, *World History and Geography: Ancient Civilizations*	6
2020	McGraw Hill, *World History and Geography: Medieval & Early Modern Times*	7
2020	First Choice Educational Publishing, E Pluribus Unum	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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- • Determination of repair status for systems listed
- • Description of any needed maintenance to ensure good repair
- • The year and month in which the data were collected
- • The rate for each system inspected
- • The overall rating

Year and month in which data were collected: 7/10/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	TEACHERS LOUNGE: Broken baseboard tile at Staff RR -W/O #59101
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	EXTERIOR SIDEWALKS: Sidewalk lifting by B103 -W/O #47975 OFFICE EXT. WALL IN FRONT OF MAIN OFFICE: Cover plate broken on water spicket -W/O #59103 OUTSIDE OF CAFETERIA: Cover plate broken on water spicket -W/O #59103
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	BACK OF MAIN OFFICE: Between main office & Building B -2 cracks on sidewalk - W/O #47975 C112 HALLWAY: Hallway door needs weather strip -W/O #59101 ROOM C109: Lock gets stuck on front door -W/O #59102
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	26	N/A	35	N/A	50	N/A
Math	22	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	16	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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
  • Disciplina Positiva
  • Parent-led 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
- English Language Advisory Council
- LCAP Meetings
- Parent Teacher Association (PTA)
- Padres Unidos

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:

- ParentSquare
- School web site
- Class Dojo
- Facebook page
- Instagram page
- Twitter 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 (School Year 2020-2021)

2019-20 CSSP Approval Date: 2/19/2020

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.5	2.2	3.1	3.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.5	2.3	
Expulsions	0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	1039

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	26		5		26	1	4		28	1	3	1
1	27		4		25		4		27		4	
2	29		4		26		4		24		4	
3	27		5		29		4		39		3	1
4	30		5		24		5		29		4	
5	27	1	4		31		5		25		5	
6	31	4	2	17	27	4	11	8	24	7	26	
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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	4.5

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, and PBIS (Positive Behavior Intervention Support).

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:

- CORE Reading
- 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
- Mandated Reporter
- Sexual Harassment
- Class Dojo
- Parent Link
- Social and Emotional Learning
- Special Education
- MAP Data Analysis and Using Data to Drive Instruction
- Reflective Learning Walks
- Zoom
- Achieve3000

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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$57,963	$50,029
Mid-Range Teacher Salary	$88,515	$77,680
Highest Teacher Salary	$112,309	$102,143
Average Principal Salary (ES)	$137,206	$128,526
Average Principal Salary (MS)	$137,844	$133,574
Average Principal Salary (HS)	$151,578	$147,006
Superintendent Salary	$327,000	$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7430	1049	6381	97520
District	N/A	N/A	$7,554	$94,411
State	N/A	N/A	$7,750	$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.8	3.2
School Site/ State	-19.4	16.0

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

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
- ESSA: CSI LEA funding
- 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
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality
- Title IV, Part A, Student Support and Academic Enrichment Grant 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.