



Taft Elementary School

500 West Keller Ave. • Santa Ana, CA 92707-4823 • (714) 550-1400 • Grades K-6

Dr. Scott Barlow, Principal

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<https://www.sausd.us/taft>

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



Santa Ana Unified School District

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School Description

William Howard Taft Elementary School (Taft School), includes a regional program that serves approximately 100 Deaf and Hard of Hearing students from various school districts within Orange County. The mission of Taft School is fulfilled by highly competent staff working in concert with parents and outside resources. School staff are committed to celebrating the uniqueness of the individual and guiding each child to fulfillment of his or her potential. All children can learn - it is the commitment of Taft School to educate its students for positive and varied roles in society.

Taft School has a large concentration (currently 29%) of students with special needs, including a regionalized deaf and hard of hearing program. Over 16 classrooms are dedicated to servicing these special education students based upon their individual needs and abilities. Taft School hosts a special education infant/preschool program for students up to age five. Identified students have an IFSP (Individualized Family Service Plan) or an IEP (Individualized Education Plan).

School Vision:

Our vision is to maximize student achievement by:

- Providing high quality, standards-based instruction for students offered at Taft School: Elementary TK-6 (general and special education) and Deaf and Hard of Hearing (DHH)
- Providing a school-based system of accountability measures, which will ensure continuous progress for all students
- Providing teachers with training, which includes research-based strategies and best practices
- Providing innovative programs in order to give students the opportunity to excel in higher level thinking skills for all curricular areas
- Partnering with the community to provide a wide variety of support for our students and families
- Providing opportunities for parents to be meaningfully involved in the education of their children
- Providing students with positive character trait expectations of being "respectful, responsible and safe," utilizing the tenets of the Positive Behavior Intervention Supports (P.B.I.S.) program
- Providing a college/career focus by implementing S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) curricula

School Mission:

Our mission is to promote a partnership that includes students, staff, parents, and the community to ensure the academic success of all students. Teachers and support staff provide a rigorous, standards-based instructional program to Taft's diverse student population. Instruction is data-driven to meet grade level expectancy and individual needs. A strong focus will be the Common Core State Standards as teachers are trained and implement this high rigor of instruction.

Positive Behavior Interventions and Supports:

Taft has implemented Positive Behavior Interventions and Support (PBIS), a school-wide discipline program that utilizes proactive strategies for defining teaching and supporting appropriate student behaviors. At Taft, PBIS encompasses an integrated approach that focuses on prevention, instruction, and intervention by way of Taft's PBIS coaches, its PBIS team and staff members. A positive school climate and support for all students is implemented in both classroom and non-classroom areas utilizing "Tiger Tickets", students of the week, and other positive reinforcements which are a daily part of life at Taft Elementary School.

Fun Fitness Fridays:

As a support to both Taft's PBIS program and physical fitness goals, Taft has implemented Fun Fitness Fridays. This is a school-wide, physical education activity which focuses on 8 different centers of enriched physical activity where students are constantly engaged. The activities range from jump ropes to hula-hoops, kick boxing, and basketball drills. All activities are designed and led by student leaders from our 5th-6th grade classes.

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	82
Grade 1	68
Grade 2	77
Grade 3	65
Grade 4	62
Grade 5	98
Grade 6	61
Total Enrollment	513

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	4.1
Filipino	1.2
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	0.2
White	5.8
Two or More Races	1.4
Socioeconomically Disadvantaged	78.6
English Learners	35.3
Students with Disabilities	26.3
Foster Youth	1
Homeless	7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Taft Elementary School	18-19	19-20	20-21
With Full Credential	36	35	35
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 Taft 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	1	1	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, <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

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

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: 7/17/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	BUILDING A BOYS OUTSIDE RR: Drain is clogged -W/O #59320 CAFETERIA: Broken floor tile -W/O #59318 LUNCH AREA: Lunch patio down spout needs to be unclogged -W/O #59318
Interior: Interior Surfaces	Fair	BUILDING B -54: Outside room counter needs repair -W/O #59316 BUNGALOW 3: Baseboard is peeling off -W/O #59316 BUNGALOW 4: Baseboard is peeling off -W/O #59316 ROOM A-11: Rip carpet -W/O #48108 ROOM A-12: Rip carpet -W/O #48108 ROOM A-16: Rip carpet -W/O #48108 ROOM A-24: Rip carpet -W/O #48108 ROOM A-24-2: Rip carpet -W/O #48108 ROOM A-26: Broken countertop cabinet -W/O #59316 ROOM A-27: Rip carpet -W/O #48108 ROOM A-30: Countertop sink is cracking -W/O #44980 ROOM A-36: Rip carpet -W/O #48108 ROOM A-37: Rip carpet -W/O #48108 ROOM A-38: Rip carpet -W/O #48108 ROOM A-39: Rip carpet -W/O #48108 SUPPLIES ROOM: Holes on wall -W/O #59317
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	BUILDING B OFFICE: Outside office top blue wood looks like termite damage -W/O #59319

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	BUILDING B -42: Need wall plate -W/O #59315 BUNGALOW 3: Repair HDMI connection plate -W/O #59315 ROOM A-16: Missing cover plate -W/O #59316 ROOM A-28: Need cover plate -W/O #59315 ROOM A-33: Missing wall plate -W/O #59315 ROOM A-36: Need 2 cover wall plate -W/O #59315 TEACHERS LOUNGE: Need light cover plate -W/O #59315
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BUNGALOW BOYS RR: Sink needs a round cap -W/O #59320 BUNGALOW GIRLS RR: Sink needs a round cap -W/O #59320
Safety: Fire Safety, Hazardous Materials	Good	BUILDING A BOYS INSIDE RR: Fire sprinkler cover plate -W/O #48110 BUILDING A GIRLS INSIDE RR: Fire sprinkler cover plate -W/O #48110 CAFETERIA: Fire sprinkler cover plate -W/O #48110 ROOM A-26: Fire sprinkler cover plate -W/O #48110 ROOM A-35: Fire sprinkler cover plate -W/O #48110
Structural: Structural Damage, Roofs	Good	BUILDING B -60: Crack wall underneath window -W/O #48109 BUNGALOW 1: Ramp needs repair -W/O #59316 BUNGALOW 2: Ramp needs repair -W/O #59316 BUNGALOW 3: Ramp needs repair -W/O #59316 BUNGALOW 7: Ramp needs repair -W/O #59316 ROOM A-26: Missing corner wall trim -W/O #59316 ROOM A-36: Missing corner wall trim -W/O #59316
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BUNGALOW 11: Chain link fence needs repair -W/O #48109
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	24	N/A	35	N/A	50	N/A
Math	18	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	12	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 Taft 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, library and/or media center on special days. Parents are always invited to help chaperon field trips. Taft 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
- Fundraisers
- Career Day
- Music/choir and/or theater performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops supporting students' virtual learning (synchronous/asynchronous instruction)
- FACE (Family and Community Engagement)
- Wellness Center
- American Sign Language classes are offered free to families twice weekly

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
- Parent Teacher Association (PTA). PTA has been cited as an exemplary organization that continues to provide on going support to the Taft community.

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 550-1400.

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:

- Parent Square
- FACE (Family and Community Engagement)
- Facebook
- Taft's digital Marquee
- School web site
- Instagram
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners

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: 11/12/2019

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	1.1	0.9	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	0	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*	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 2019-2020)

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)	
Other	6

*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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	4	3		17	2	3		25		3	
1	28		2		19	1	3		21	1	2	
2	24		2		31		2		28		2	
3	19	2	3		15	2	2		60			1
4	30		2		27		3		30		1	
5	23	2	3		18	2	3		27		3	
6	21	2	2		23	1	2		52			2
Other**	7	1			7	3			12	9	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. Staff training topics at the individual school sites may have included: Common Core State Standards, Open Court, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., effective grading practices, strategic schooling strategies, etc. A portion of Taft Staff attended AVID training. Staff is continually implementing AVID strategies and attending various AVID seminars and Summer Institutes. Utilizing technology to provide access, staff is continuing to receive exposure to strategies such as personalized and blended learning with a focus of small group collaborative instruction.

Staff have access to a broad range of high-quality synchronous/asynchronous instruction through the District's GoPD district website.

Professional development is supported through the District's learning management system GoPD, Zoom, Webinars, and Google Classroom. LCAP goals are to increase parent engagement and FACE supports parents to access Google Classroom and various virtual on-line platforms used.

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 have focused on the following:

- Common Core State Standards
- Benchmark Curriculum
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis
- Curriculum Mapping
- Thinking Maps
- Write from the Beginning
- NWEA MAP
- DIBELS

As necessary, 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 at 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.

School professional development has been focused on implementation of AVID strategies including the following: students are being taught organizational skills by utilizing a binder for record keeping, etc., and students are learning note taking skills via one column, two column and Cornell notes. At staff meetings, teachers are presenting to their peers successful strategies being implemented within their classrooms.

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/.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13547	7013	6534	96464
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	-14.5	2.2
School Site/ State	-17.0	14.9

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