

# Gerald P. Carr Intermediate

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Gerald P. Carr Intermediate
<b>Street</b>	2120 West Edinger Avenue
<b>City, State, Zip</b>	Santa Ana, CA 92704-4106
<b>Phone Number</b>	(714) 480-4100
<b>Principal</b>	Gerardo Correa
<b>Email Address</b>	Gerardo.Correa@sausd.us
<b>School Website</b>	www.sausd.us/carr
<b>County-District-School (CDS) Code</b>	30-66670-6058986

## 2023-24 District Contact Information

<b>District Name</b>	Santa Ana Unified School District
<b>Phone Number</b>	714-558-5501
<b>Superintendent</b>	Jerry Almendarez
<b>Email Address</b>	jerry.almendarez@sausd.us
<b>District Website</b>	www.sausd.us

## 2023-24 School Description and Mission Statement

Gerald P. Carr Intermediate (Carr Intermediate) is situated at the intersection of West Edinger Street and South Raitt Street in Santa Ana, a vibrant community in Southern California. Our commitment to academic excellence is evident through a diverse array of support programs designed to cater to the unique needs of our students. From after-school tutoring and engaging summer intervention classes to Saturday WIN sessions, Carr Intermediate ensures that every student receives the academic support they need to thrive. Additionally, parents have the option to enroll their children in the Engage 360 after-school program, further enriching their educational experience.

At the heart of Carr Intermediate is our unwavering dedication to fostering a community of learners where students, staff, and parents are not only welcomed but also valued and recognized. Our school mission is clear: to help every student attain grade-level proficiency in reading and math by the culmination of their 8th-grade journey. To achieve and sustain this level of excellence, we prioritize setting high expectations and standards, instilling a sense of pride, and nurturing an appreciation for lifelong education and achievement.

Students at Carr Intermediate are not just learners; they are thinkers, analyzers, and effective communicators. They are challenged to think critically, analyze and defend critical issues, develop study and self-assessment skills, and communicate effectively. We believe in not only increasing their proficiency in oral, written, and reading skills but also fostering a collaborative spirit as they work with others. As educators, we hold ourselves accountable to strengthen the vital triangle of student-teacher-parent communication and ensure a safe and orderly environment that nurtures optimal learning experiences. Carr Intermediate stands as a beacon of educational commitment, where students are empowered to excel and embrace the journey of lifelong learning.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	296
Grade 7	299
Grade 8	352
Total Enrollment	1,026

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
American Indian or Alaska Native	5
Asian	25
Black or African American	0
Filipino	0
Hispanic or Latino	915
Two or More Races	1
White	0
English Learners	409
Foster Youth	100
Homeless	339
Migrant	17
Socioeconomically Disadvantaged	830
Students with Disabilities	19%

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.40	76.23	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	4.56	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	10.90	19.19	177.80	9.16	18854.30	6.86
<b>Total Teaching Positions</b>	<b>57.00</b>	<b>100.00</b>	<b>1942.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.60	76.35	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	1.13	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.10	12.72	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.09	23.50	1.15	11953.10	4.28
Unknown	4.80	8.66	127.30	6.20	15831.90	5.67
<b>Total Teaching Positions</b>	<b>55.80</b>	<b>100.00</b>	<b>2053.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.60	7.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	2.60	7.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.60
<b>Total Out-of-Field Teachers</b>	0.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3	12.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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.

**Year and month in which the data were collected**

September 26, 2023

Year Adopted	Intermediate School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM, <i>Core Connections</i>	6-8
<b>Language Arts</b>		
2017	Pearson, <i>ILit ELL</i>	6-8
2018	McGraw Hill, <i>StudySync</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>		
2020	McGraw Hill, <i>World History and Geography: Ancient Civilizations</i>	6
2020	McGraw Hill, <i>World History and Geography: Medieval &amp; Early Modern Times</i>	7
2020	First Choice Educational Publishing, <i>E Pluribus Unum</i>	8

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

8/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			RM 805: AC VENT COVERING MISSING -WO #109821
<b>Interior:</b> Interior Surfaces		X		GYM: BASEBOARD COMING OFF -WO #110251 RM 203: WALLS HAVE SOME CRACKS -WO #110251 NEED NEW LIGHT FIXTURES -WO #110261 RM 306: BROKEN TILE FLOOR BY OUTSIDE DOOR -WO #110263

## School Facility Conditions and Planned Improvements

			<p>RM 307: BROKEN PHONE JACK PLATE -WO #110264</p> <p>RM 310: SOME BROKEN FLOOR TILE -WO #110263</p> <p>RM 311: GFI PLATE BROKEN -WO #110261</p> <p>RM 402: SOME BROKEN FLOOR TILE -WO #110263</p> <p>RM 406: BROKEN PHONE JACK PLATE -WO #110264</p> <p>RM 408: SOME BROKEN FLOOR TILE BY THE OUTSIDE DOOR -WO #110263</p> <p>RM 409: SOME BROKEN FLOOR TILE BY THE OUTSIDE DOOR -WO #110263</p> <p>RM 410: SOME BROKEN FLOOR TILE BY THE OUTSIDE DOOR -WO #110263</p> <p>RM 411: SOME BROKEN FLOOR TILE BY THE OUTSIDE DOOR -WO #110263</p> <p>RM 504: BASEBOARD BY OUTSIDE DOOR IS COMING OFF -WO #110251</p> <p>RM 505: BASEBAORD BY OUTSIDE DOOR IS MISSING -WO #110251</p> <p>RM 506: PHONE JACK PLATE BROKEN -WO #110264</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		:
<b>Electrical</b>	X		<p>RM 201: WALLS HAVE SOME CRACKS -WO #110251 NEED NEW LIGHT FIXTURES -WO #110261</p> <p>RM 203: WALLS HAVE SOME CRACKS -WO #110251 NEED NEW LIGHT FIXTURES -WO #110261</p> <p>RM 901: SINKS DO NOT WORK -WO #110266 (2) ELECTRICAL OUTLETS PLATE BROKEN -WO #107842</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>RM 510: SINKS LEAK WHEN TURN ON -WO #110266</p> <p>RM 901: SINKS DO NOT WORK -WO #110266 (2) ELECTRICAL OUTLETS PLATE BROKEN -WO #107842</p> <p>RM 903: BACK SINKS ARE NOT WORKING -WO #110266</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		<p>AUDITORIUM: FLOOR TILES LOOSE -WO #110263</p> <p>GIRLS LOCKER RM: TERMIATE ROACHES -WO #110262</p> <p>RM 201: WALLS HAVE SOME CRACKS -WO #110251 NEED NEW LIGHT FIXTURES -WO #110261</p> <p>RM 804: DOOR FRAME IS BROKEN -WO #110251</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		



## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	27	25	31	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	19	18	19	20	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1048	1013	96.66	3.34	25.47
Female	495	474	95.76	4.24	29.75
Male	553	539	97.47	2.53	21.71
American Indian or Alaska Native	--	--	--	--	--
Asian	21	19	90.48	9.52	63.16
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1017	984	96.76	3.24	24.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	381	359	94.23	5.77	3.62
Foster Youth	--	--	--	--	--
Homeless	223	216	96.86	3.14	23.61
Military	90	87	96.67	3.33	20.69
Socioeconomically Disadvantaged	930	904	97.20	2.80	24.23
Students Receiving Migrant Education Services	16	16	100.00	0.00	12.50
Students with Disabilities	200	194	97.00	3.00	5.15

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1047	1031	98.47	1.53	17.85
Female	495	485	97.98	2.02	16.49
Male	552	546	98.91	1.09	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1016	1001	98.52	1.48	17.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	380	377	99.21	0.79	3.18
Foster Youth	--	--	--	--	--
Homeless	223	218	97.76	2.24	15.60
Military	90	88	97.78	2.22	13.64
Socioeconomically Disadvantaged	929	916	98.60	1.40	16.81
Students Receiving Migrant Education Services	16	16	100.00	0.00	6.25
Students with Disabilities	199	192	96.48	3.52	5.73

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.32	10.24	15.30	16.00	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	390	98.48	1.52	11.28
Female	185	180	97.30	2.70	8.89
Male	211	210	99.53	0.47	13.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	387	382	98.71	1.29	10.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	130	130	100.00	0.00	2.31
Foster Youth	0	0	0	0	0
Homeless	95	92	96.84	3.16	11.96
Military	48	46	95.83	4.17	15.22
Socioeconomically Disadvantaged	355	350	98.59	1.41	11.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	70	95.89	4.11	7.14

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.0	95.7	95.7	90.8	96.3

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents are welcomed as partners in their children's education. General parent meetings are held monthly in both the morning and evening. Parents, also participate in leadership groups (e.g., School Site Council, English Language Advisory Committee, and Parent-Teacher-Student Organization). We highly encourage parents to volunteer their time during school events, helping in classrooms, lunch area or office, chaperone school field trips and share in the decision-making process. They are invited to observe their children at school at any time.

Parents have many opportunities to support their children's learning, including:

- Back to School Night
- Open House
- Student performances, including drama, music, and dance
- Fundraisers
- Career Day
- Science fairs
- Sports events
- Student recognition assemblies
- Parent education training and/or workshops
- Parent Conferences
- Promotion activities

Parents may give input into curricular programs, activities, and the design of the School's Plan through participation in:

- School Site Council
- English Language Advisory Council
- Parent Teacher School Organization (PTSO)
- LCAP Parent Meetings
- Monthly Parent Meetings

## 2023-24 Opportunities for Parental Involvement

Parents may contact the school's Outreach Consultant at 714-480-4100 for information regarding parent participation opportunities.

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
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Principal Information Videos
- Flyers
- Letters
- School Marquees/Banners
- New Student Orientations
- Facebook
- Monthly Parent Meetings
- Weekly Principal phone calls informing parents of their children's GPA and number of missing assignments

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1077	1068	217	20.3
Female	508	504	103	20.4
Male	569	564	114	20.2
American Indian or Alaska Native	4	4	1	25.0
Asian	22	22	2	9.1
Black or African American	1	1	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	1045	1036	211	20.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	1	1	1	100.0
English Learners	446	440	92	20.9
Foster Youth	2	1	0	0.0
Homeless	245	244	56	23.0
Socioeconomically Disadvantaged	961	954	197	20.6
Students Receiving Migrant Education Services	19	19	4	21.1
Students with Disabilities	208	207	56	27.1

## C. Engagement

### 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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	5.50	7.34	0.02	3.55	4.33	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.08	0.00	0.00	0.03	0.00	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.34	0
Female	6.5	0
Male	8.08	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.46	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	8.74	0
Foster Youth	0	0
Homeless	6.12	0
Socioeconomically Disadvantaged	7.28	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.1	0

## 2023-24 School Safety Plan

Safety Plan Approval Date: Feb. 28, 2023

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).

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	17	8
Mathematics	26	10	19	6
Science	26	8	19	8
Social Science	28	6	12	14

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	31	25	
Mathematics	17	24	27	
Science	18	23	21	5
Social Science	18	21	25	2



## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	27	21	1
Mathematics	18	22	20	1
Science	18	20	21	1
Social Science	18	21	20	1

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	342

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,294	\$2,794	\$6,499	\$99,921
District	N/A	N/A	\$8,610	\$98,288
Percent Difference - School Site and District	N/A	N/A	-51.0	-7.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-49.2	8.0

## Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education

## Fiscal Year 2022-23 Types of Services Funded

- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,168	\$55,550
Mid-Range Teacher Salary	\$94,508	\$80,703
Highest Teacher Salary	\$122,396	\$109,418
Average Principal Salary (Elementary)	\$155,452	\$137,703
Average Principal Salary (Middle)	\$152,508	\$143,760
Average Principal Salary (High)	\$167,818	\$159,021
Superintendent Salary	\$350,000	\$319,443
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

## Professional Development

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

Professional Development opportunities are offered in the areas of classroom management, Visual Instructional Plans, and technology implementation in the classroom.

All staff development activities in the Santa Ana Unified School District are focused on increasing student learning and proficiency. 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:

- Common Core - CPM Training
- Common Core - StudySync
- Common Core - Next Generation Science Standards
- Achieve3000
- GoGuardian
- Thinking Maps
- Positive Behavioral Interventions and Supports
- NWEA - MAP Data Analysis
- Language Arts/Math
- AVID Training (Advancement Via Individual Determination)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Professional Learning Communities
- Technology Integration
- Tools for Teaching
- New Teacher Orientation

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Teacher Induction & Professional Support Program (TIPS) 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](http://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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7