



# Fremont Elementary School

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

Maricela Roque, Principal  
maricela.roque@sausd.us  
www.sausd.us/fremont

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
714-558-5501  
www.sausd.us

#### District Governing Board

John Palacio – Board President  
Valeria Amezcua – Vice President  
Cecilia “Ceci” Iglesias – Clerk  
Alfonso Alvarez, Ed.D.– Member  
Rigo Rodriguez, Ph.D. – Member

#### District Administration

Stefanie P. Phillips, Ed.D.  
**Superintendent**  
David Haglund, Ed.D.

#### **Deputy Superintendent, Educational Services/CAO**

Edmond Heatley, Ed.D.  
**Deputy Superintendent,  
Administrative Services**

#### **Associate Superintendent, Human Resources**

Tina Douglas  
**Assistant Superintendent, Business Services**

#### **Assistant Superintendent, K-12 Teaching and Learning**

Doreen Lohnes  
**Assistant Superintendent, Support Services**

#### **Assistant Superintendent, K-12 Teaching and Learning**

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

Deidra Powell  
**Chief Communications Officer**



### School Description

John C. Fremont Elementary School (Fremont Elementary) is located on West 10th Street, just north of West Civic Center Drive.

For the 2015-2016 school year, Fremont Elementary's focus is on making English language arts and math instructional shifts to prepare our students for college and career through the Common Core State Standards. There is a strong commitment to creating a positive school climate through positive behavior interventions and supports.

All teachers have a professional, clear multiple subjects credential. All have a Cross-cultural, Language, and Academic Development (CLAD) certificate or its equivalent. The school provides a Mild - Moderate Special Education program in several service models which include special day class with mainstreaming, pull out and/or collaboration with a specialist.

Fremont Elementary's teachers are supported by one Teacher On Special Assignment (TOSA) whose goal is to provide support with English learners and students working far below standards. The TOSA also serves as our Positive Behavioral Interventions and Supports (PBIS) coach for maintaining and increasing a positive school climate.

Fremont Elementary students are offered a variety of programs that provide them with both enrichment and intervention. TK-5 students are assessed three times a year with MAP (Measures of Academic Progress) Testing in reading and mathematics to measure achievement and set personalized growth goals. K-3 students are also screened by teachers with the DIBELS assessment. Teachers analyze the data to design and provide intervention for 30 minutes per day to students who are not at grade level in English Language Arts. All students use technology to access Spacial-Temporal Math (Jiji Math), Accelerated Reader and Lexia to support their individual progress in math and reading. Throughout the school year, teachers offer students tutoring after school. Engage 360 after school program offers enrichment, homework support and physical activity to to approximately 200 students. In the Summer, students can participate in Engage 360, Summer Enrichment or Extended School Year.

Fremont Elementary is a self-contained, open space building with partitions serving as room dividers. There are 25 classroom spaces, a library, a music room, a computer lab, and a variety of offices. All classrooms have a SMART Board, 4 student computer station and each room has at least 2 data drops for internet access. Students in grades 1-5 have their own Chromebook and Kinder have access to 60 iPads and 80 laptops. Our school computer lab has 50 computer stations.

Fremont Elementary School is a thriving, exciting place for students to learn. It is the goal of all staff members to provide each child with the academic, social and emotional tools necessary to becoming competent, capable and concerned citizens of the 21st Century. We are committed to providing all students with the best and are passionate about ensuring success for all.

### School Vision:

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

### School Mission:

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

### Statement of Behavior Purpose:

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

### District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 56,000 students in grades K-12, residing in the city of Santa Ana. As of 2015-16, SAUSD operates 37 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 91% enrolled in the Free or Reduced Price Meal program, 60% qualifying for English language learner support, and approximately 12% 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.

### District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

### District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	120
Grade 1	87
Grade 2	112
Grade 3	114
Grade 4	120
Grade 5	100
<b>Total Enrollment</b>	<b>653</b>

**2015-16 Student Enrollment by Group**

<b>Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.2
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0.2
White	0
Two or More Races	0.2
Socioeconomically Disadvantaged	96.2
English Learners	72.4
Students with Disabilities	10.7
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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**

<b>Fremont Elementary School</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
With Full Credential	29	29	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
<b>Santa Ana Unified School District</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
With Full Credential	♦	♦	2140
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

**Teacher Misassignments and Vacant Teacher Positions at this School**

<b>Fremont Elementary School</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

**Core Academic Classes Taught by Highly Qualified Teachers**

**2015-16 Percent of Classes In Core Academic Subjects  
Core Academic Classes Taught by Highly Qualified Teachers**

<b>Location of Classes</b>	<b>Taught by Highly Qualified Teachers</b>	<b>Not Taught by Highly Qualified Teachers</b>
<b>This School</b>	100.0	0.0
<b>Districtwide</b>		
<b>All Schools</b>	99.3	0.7
<b>High-Poverty Schools</b>	99.2	0.8
<b>Low-Poverty Schools</b>	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 October 11, 2016, 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. 16/17-3135 which certifies as required by Education Code §60119 that for the 2016-2017 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: October 11, 2016

Year Adopted	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
<b>Language Arts</b>		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West Language!	4-5
<b>Science(s)</b>		
2008	MacMillan/ McGraw Hill California Science	K-5
<b>Social Science</b>		
2007	Scotts Foresman	K-5

### School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/24/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 2: Carpet lifting w/o: 263482 WRR: Damaged tiles w/o: 263482
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 6/24/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	37	22	28	44	40	41	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	20.4	25.5	3.1

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	16	21	27	31	44	48
<b>Math</b>	15	26	22	25	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	100	99	99.0	28.3
Male	44	43	97.7	32.6
Female	56	56	100.0	25.0
Hispanic or Latino	98	97	99.0	27.8
Socioeconomically Disadvantaged	96	96	100.0	28.1
English Learners	61	60	98.4	10.0
Students with Disabilities	13	12	92.3	50.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	114	100.0	15.8
	4	120	119	99.2	26.1
	5	100	98	98.0	21.4
Male	3	48	48	100.0	8.3
	4	62	61	98.4	29.5
	5	44	43	97.7	30.2
Female	3	66	66	100.0	21.2
	4	58	58	100.0	22.4
	5	56	55	98.2	14.6
Hispanic or Latino	3	111	111	100.0	15.3
	4	116	116	100.0	26.7
	5	98	96	98.0	20.8
Socioeconomically Disadvantaged	3	112	112	100.0	16.1
	4	116	116	100.0	25.0
	5	96	95	99.0	22.1
English Learners	3	76	76	100.0	2.6
	4	66	66	100.0	6.1
	5	61	59	96.7	3.4
Students with Disabilities	3	12	12	100.0	
	4	16	16	100.0	12.5
	5	13	12	92.3	8.3

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	114	100.0	31.6
	4	120	119	99.2	32.8
	5	99	98	99.0	10.2
Male	3	48	48	100.0	33.3
	4	62	61	98.4	34.4
	5	44	43	97.7	13.9
Female	3	66	66	100.0	30.3
	4	58	58	100.0	31.0
	5	55	55	100.0	7.3
Hispanic or Latino	3	111	111	100.0	29.7
	4	116	116	100.0	31.9
	5	97	96	99.0	10.4
Socioeconomically Disadvantaged	3	112	112	100.0	32.1
	4	116	116	100.0	31.9
	5	95	95	100.0	10.5
English Learners	3	76	76	100.0	15.8
	4	66	66	100.0	9.1
	5	60	59	98.3	3.4
Students with Disabilities	3	12	12	100.0	
	4	16	16	100.0	18.8
	5	13	12	92.3	8.3

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 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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to get involved in Fremont Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process by attending an LCAP meeting. The school welcomes assistance in the classrooms, library, office and during special events. Parents are always invited to help chaperon field trips. Fremont 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:

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



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

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

Parents seeking more information about becoming an active member in the school community may contact the TOSA or principal at (714) 972-4300.

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:

- EduLink phone messages
- Personal phone calls
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations
- Text Messages/Emails/Social Media

The school's Parental Involvement Policy provides more details about how parents can partner with the school. A copy is sent home at the beginning of the year in the student information packet. Additional copies are available in the school office.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2015-2016 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.8	3.1	1.7
Expulsions Rate	0.0	0.1	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.3	3.5	3.0
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.6
Social Worker	0
Nurse	1.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	.5
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	21	21	1	1	1	4	4	4			
1	27	29	29				5	4	4			
2	30	29	29				4	4	4			
3	30	30	30				4	4	4			
4	34	27	27					4	4	4	1	
5	32	32	32				3	4	4	1		
Other		7	7		1	1						

### Professional Development provided for Teachers

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, 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. During the 2015-16 school year, our school & district sponsored 15 hours of staff development. Staff training topics at the individual school sites may have included: Open Court, Common Core Instructional Shifts, Thinking Maps, Student Engagement, English Language Development, technology and data analysis of MAP & SBAC Testing.

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. During the 2015-16 school year, district training opportunities focused on increasing Student Engagement and the following:

At the elementary level

- Common Core State Standards Instructional Shifts, Units of Study and PD Modules
- Writing
- Response to Intervention
- Reading Intervention Strategies
- English Language Development
- CTAP Technology Training (California Technology Assistance Project)
- Differentiated Instruction
- Gifted and Talented Education
- MAP Testing
- SBAC Testing
- PBIS (Positive Behavior and Intervention Supports)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Benchmark Assessments in Language Arts and Math

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](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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,618	\$45,092
Mid-Range Teacher Salary	\$77,227	\$71,627
Highest Teacher Salary	\$100,016	\$93,288
Average Principal Salary (ES)	\$123,500	\$115,631
Average Principal Salary (MS)	\$125,613	\$120,915
Average Principal Salary (HS)	\$139,614	\$132,029
Superintendent Salary	\$313,500	\$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project – UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor’s CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,977	\$883	\$5,094	\$89,496
District	◆	◆	\$3,423.06	\$82,966
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			48.8	7.9
Percent Difference: School Site/ State			-10.3	18.0

\* Cells with ◆ do not require data.