John Muir Fundamental Elementary School

1951 North Mabury St. • Santa Ana, CA 92705-1854 • (714) 972-6700 • Grades K-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Santa Ana Unified School District
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School Description

John Muir Fundamental Elementary (Muir Fundamental) is located at 1951 North Mabury Street between Catalina Avenue and East 19th Street. As a school of choice, students residing within the district's attendance boundaries are eligible for enrollment through a lottery system. The school was recognized with the California Distinguished School Award in 2008 and in 2012. Muir Fundamental has also been recognized with the Title I Academic Achievement School Award for the previous eight years in a row. Additionally, Muir Fundamental received the California Business for Educational Excellence Award for the past nine years for demonstrating consistent growth in closing the gap for at risk students. In September 2011, Muir Fundamental was recognized as the recipient of the National Blue Ribbon Award - the highest honor a school can receive for academic excellence.

Muir Fundamental hosts three classrooms of students with moderate to severe needs addressed through special education. The school staff embraces the benefits of the inclusion model for both regular and special needs students.

School Mission

The mission of Muir Fundamental School is to ensure academic success through the design and implementation of effective lessons. Muir Fundamental staff and parents are committed to a TK-5 instructional program that provides all students with the opportunity to acquire the knowledge and skills needed to become lifelong learners, to develop problem-solving and critical thinking skills, and to gain the cultural understanding, democratic principles and civic values necessary for effective participation in a democratic society. Muir Fundamental staff strives to ensure that all students exiting Muir Fundamental in fifth grade are on track with the skills necessary for future entry into meaningful careers and/or successful college admission.

School Vision

Muir Fundamental staff and parents are committed to a TK-5 instructional program that provides all students with the opportunity to acquire the knowledge and skills needed to become lifelong learners, to develop problem-solving and critical thinking skills, and to gain the cultural understanding, democratic principles and civic values necessary for effective participation in a democratic society. The success of this program is based on a continuum of learning experiences that address the special academic, social and physical needs of all students; the access of all staff members to staff development opportunities to expand the knowledge and skills required to meet the identified needs of students; and a strong collaborative partnership with parents and the community.

Fundamental Policy

Muir Fundamental School is an alternate program offered by the Santa Ana Unified School District. It is not a neighborhood school. Parents choose to enroll their children in Muir Fundamental and agree to abide by policies that stress high expectations for academics, dress code, homework, discipline and attendance. Parents are responsible for the transportation to and from Muir Fundamental. Parents of a Muir Fundamental student must agree to:

1. Provide positive support of the goals, philosophy and program of the school.
2. Assist their child in achieving the required academic standards necessary for promotion.
3. Participate in conferences with school personnel as requested and support mutually agreed-upon decisions.
4. Know and enforce the school's Homework Policy and provide conditions at home conducive to study.
5. Be responsible with their child for reading the school's Code of Student Conduct and abiding by all the school policies and procedures concerning academics and behavior.
6. Be responsible for their child's regular attendance, including arrival on time before school and prompt pick-up after school.

Parent Involvement

Research has shown that parent involvement is the foundation of a vital, strong partnership between the school staff and parents and is crucial to student success in school. Muir Fundamental is pleased to offer many different ways for parents to participate and support their children's efforts and achievements as they grow both socially and academically.

1. Support school policies and procedures as outlined in the Muir Fundamental Agreement signed by parents and students each year.
2. Provide their child with a quiet, supervised place to do homework.
3. Praise their child's efforts and achievements. Focus on the positive and believe in their ability to succeed. Help them learn from their mistakes.
4. Participate in the school decision-making process through involvement in the Parent-Teacher Association (PTA), School Site Council (SSC), English Language Advisory Council (ELAC), and parent trainings.
5. Be involved in their child's classroom, library, fundraisers, PTA activities, etc.

As part of the Muir Fundamental Agreement, each family is required to serve at least 12 service hours per year. Muir Fundamental parents are also required to attend Back to School Night, parent conferences, Open House and a minimum of 3 parent meetings per year.

Parking Agreement

Muir Fundamental is a school of choice. Very few students from the immediately surrounding neighborhood attend our school site. As such, approximately 650 vehicles drop off and pick up students each day. This requires an efficient and strictly enforced parking policy to be in place. At the beginning of each school year parents sign a parking and traffic agreement.

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	170
Grade 1	154
Grade 2	179
Grade 3	176
Grade 4	179
Grade 5	179
Total Enrollment	1,037

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.4
Asian	1.9
Filipino	0.2
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0.1
White	2
Two or More Races	0.6
Socioeconomically Disadvantaged	79.6
English Learners	27.5
Students with Disabilities	10.6
Foster Youth	0.4

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			
John Muir Fundamental Elementary School	14-15	15-16	16-17
With Full Credential	45	47	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	2140
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
John Muir Fundamental	14-15	15-16	16-17
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		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	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**
Mathematics		
2008	Saxon Publishers *Saxon Math*	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill *Open Court Reading*	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
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, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/23/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			RM 131: Carpet seam needs repair w/o: 263586
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/23/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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**
Science	74	55	73	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**
5	20.6	22.3	19.4

* 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**
ELA	48	48	27	31	44	48
Math	43	44	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	178	176	98.9	72.7
Male	98	97	99.0	66.0
Female	80	79	98.8	81.0
Hispanic or Latino	170	168	98.8	72.0
Socioeconomically Disadvantaged	147	145	98.6	71.0
English Learners	22	21	95.5	42.9
Students with Disabilities	25	24	96.0	70.8

* 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	173	173	100.0	40.5
	4	181	179	98.9	48.6
	5	178	176	98.9	55.7
Male	3	100	100	100.0	38.0
	4	92	91	98.9	46.1
	5	98	97	99.0	46.4
Female	3	73	73	100.0	43.8
	4	89	88	98.9	51.1
	5	80	79	98.8	67.1
Hispanic or Latino	3	159	159	100.0	39.0
	4	172	170	98.8	46.5
	5	170	168	98.8	54.8
Socioeconomically Disadvantaged	3	146	146	100.0	37.7
	4	155	154	99.3	48.0
	5	147	145	98.6	52.4
English Learners	3	43	43	100.0	16.3
	4	28	28	100.0	3.6
	5	22	21	95.5	
Students with Disabilities	3	21	21	100.0	19.1
	4	20	19	95.0	15.8
	5	25	24	96.0	12.5

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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	173	173	100.0	47.4
	4	181	179	98.9	46.9
	5	178	176	98.9	36.4
Male	3	100	100	100.0	47.0
	4	92	91	98.9	49.5
	5	98	97	99.0	33.0
Female	3	73	73	100.0	48.0
	4	89	88	98.9	44.3
	5	80	79	98.8	40.5
Hispanic or Latino	3	159	159	100.0	45.3
	4	172	170	98.8	45.3
	5	170	168	98.8	36.3
Socioeconomically Disadvantaged	3	146	146	100.0	45.9
	4	155	154	99.3	46.8
	5	147	145	98.6	35.2
English Learners	3	43	43	100.0	23.3
	4	28	28	100.0	10.7
	5	22	21	95.5	
Students with Disabilities	3	21	21	100.0	33.3
	4	20	19	95.0	21.1
	5	25	24	96.0	8.3

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

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 Muir Fundamental 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. Muir Fundamental 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
- Red Ribbon Week
- Music/choir and/or theater performances
- Science fairs
- Sports events
- 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 (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Association (PTA)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 972-6700.

Active involvement at the District level is available to parents through membership and participation in the District Advisory Council (DAC) or the District English Learner Advisory Council (DELAC).

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 Link Communication Software
- School web site: www.sausd.us/muir
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- Monthly School Newsletter
- School Marquee/Banners
- New Student Orientations
- Back to School Night
- Open House

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	0.6	0.0	2.0
Expulsions Rate	0.0	0.0	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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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	0.8
Social Worker	0
Nurse	0.8
Speech/Language/Hearing Specialist	2
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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	25	22	22	2	2	2	6	6	6			
1	30	30	30				6	6	6			
2	30	27	27		1	1	6	6	6			
3	26	30	30	1			6	6	6			
4	30	29	29				5	6	6			
5	26	26	26	1	1	1	5	5	5			
Other	10	11	11	2	2	2						

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, CORE 8 requirements, 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 District sponsored three days of staff development at each school site. Staff training topics at Muir Fundamental included: Common Core, Positive Behavior Interventions and Supports (PBIS), Academic Language, a review of schoolwide data, DIBELS, ST Math, and Lexia Reading.

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. Trainings typically focus on curriculum, teaching strategies, and methodologies. During the 2015-16 school year, District training opportunities focused on the following:

- At the elementary level -
- Units of Study - Open Court
- Differentiated Instruction
- Cognitively Guided Instruction
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- PALS, SIPPS, Six Minute Solution, and SRA Interventions
- Thinking Maps
- ST Math
- SmartyAnts Reading
- Lexia Reading
- Typing Club
- Canvas
- Google Docs
- Benchmark Assessments in Language Arts and Math
- DIBELS Training
- Common Core
- PBIS (Positive Behavior Interventions and Support)
- IVMP Math Institute - 2nd grade
- MAP

New teachers are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on www.sausdtips.org.

To support veteran teachers as well as new teachers to the District, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Department 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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,209	$1,482	$4,727	$89,589
District	♦	♦	$3,423.06	$82,966
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			38.1	8.0
Percent Difference: School Site/ State			-16.7	18.1

* Cells with ♦ do not require data.

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.