Woodrow Wilson Elementary School

1317 North Baker Street • Santa Ana, CA 92706-3457 • (714) 564-8100 • 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

Woodrow Wilson Elementary School ("Wilson Elementary") is located in the single family home neighborhood of Washington Square. The community in the homes immediately surrounding the school is predominantly composed of residents of retirement age. Though a smaller percentage of Wilson students do reside in the homes in the immediate area, the majority commute from apartment complexes located approximately a mile from our campus. The attendance area for our school is located south of 17th Street, east of Bristol Street, North of Civic Center Drive and West of Broadway Avenue in Santa Ana. Wilson Elementary follows a traditional school calendar. All students are expected to follow the district's dress code policy. The instructional focus is on interactive teaching with an emphasis on academic language development and critical thinking skills. The instructional staff at Wilson Elementary is committed to providing clear targets, frequent feedback, and research-based data driven instruction to ensure all students make meaningful academic growth in core curriculum. To promote a cohesive school community, Wilson Elementary offers many exciting programs such as: Home to School Technology Program for Kindergarten through fifth grade students (ST Math, Lexia Reading, TumbleBooks, etc.); the Engage 360 after school program; weekly behavior incentive awards; trimester citizenship awards; and Reading, Writing, and Math Campaigns; as well as parent workshops. Wilson infuses both the in school and extracurricular periods with additional opportunities for ballet, art lessons, soccer camps, and both online technology and STEM lessons.

Recent Staff and School Recognition Honors:
- Silver Award - Positive Behavior Intervention and Support Implementation Awared (PBIS)
- Healthy Smiles for Kids of California Dental Award
- Good Neighbor Award - Washington Square Cleanup Project
- Partnership of the Year Award
- City of Santa Ana Community Building Awards to School Partners (DeLoitte and Rose Klein and Marias, LLP)
- National Technology Award for AlphaSmart Program
- OCDE Technology Grant

School Mission

Our mission at Wilson Elementary is to provide equitable student access to a safe, respectful, supportive, rigorous, and Common Core standards-based learning environment through which all students develop a growth mindset in their preparation for College and Career readiness. Students, parents, staff, and community members effectively collaborate as partners, promote achievement and foster the necessary skills and values that empower all students to contribute as members of a diverse society.

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 Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	0.6
Filipino	0
Hispanic or Latino	98.3
Native Hawaiian or Pacific Islander	0
White	0.6
Two or More Races	0.3
Socioeconomically Disadvantaged	96.2
English Learners	71.6
Students with Disabilities	13.6
Foster Youth	0.8

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	125
Grade 1	123
Grade 2	138
Grade 3	111
Grade 4	110
Grade 5	112
Total Enrollment	719

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			
Woodrow Wilson Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	30	31	26
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			
Woodrow Wilson Elementary School	**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 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: 6/21/2016

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/21/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RR - NORTHEAST: Boys restroom - loose middle sink faucet w/o: 263064
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BLDG 2 LIBRARY - NORTHEAST: Door is dragging w/o: 263062 BLDG 2 OUTSIDE STORAGE RM: Small hole in ground w/o: 263061
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	26	20	38	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	19.6	24.1	10.7

*   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	19	21	27	31	44	48
Math	20	21	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)				
	Number of Students		**Percent of Students**	
Group	**Enrolled**	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	113	112	99.1	37.5
Male	59	58	98.3	43.1
Female	54	54	100.0	31.5
Hispanic or Latino	112	111	99.1	37.8
Socioeconomically Disadvantaged	111	111	100.0	37.8
English Learners	59	58	98.3	12.1
Students with Disabilities	20	19	95.0	21.1

*   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					
		Number of Students		**Percent of Students**	
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	110	108	98.2	13.9
	4	108	106	98.2	23.6
	5	113	110	97.3	24.6
Male	3	63	63	100.0	14.3
	4	70	70	100.0	22.9
	5	59	57	96.6	15.8
Female	3	47	45	95.7	13.3
	4	38	36	94.7	25.0
	5	54	53	98.2	34.0
Hispanic or Latino	3	107	105	98.1	14.3
	4	105	103	98.1	22.3
	5	112	109	97.3	24.8
Socioeconomically Disadvantaged	3	106	104	98.1	14.4
	4	106	105	99.1	23.8
	5	111	109	98.2	24.8
English Learners	3	70	68	97.1	5.9
	4	55	53	96.4	3.8
	5	59	56	94.9	3.6
Students with Disabilities	3	15	15	100.0	6.7
	4	20	20	100.0	5.0
	5	20	19	95.0	

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	110	110	100.0	26.4
	4	109	108	99.1	24.1
	5	113	112	99.1	12.5
Male	3	63	63	100.0	31.8
	4	70	70	100.0	30.0
	5	59	58	98.3	10.3
Female	3	47	47	100.0	19.1
	4	39	38	97.4	13.2
	5	54	54	100.0	14.8
Hispanic or Latino	3	107	107	100.0	27.1
	4	106	105	99.1	22.9
	5	112	111	99.1	12.6
Socioeconomically Disadvantaged	3	106	106	100.0	27.4
	4	107	106	99.1	23.6
	5	111	111	100.0	12.6
English Learners	3	70	70	100.0	15.7
	4	55	54	98.2	5.6
	5	59	58	98.3	
Students with Disabilities	3	15	15	100.0	13.3
	4	20	20	100.0	10.0
	5	20	19	95.0	5.3

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 involve themselves in Wilson Elementary School's learning community through volunteering their time, attending school events and sharing in decision-making processes. The school welcomes assistance in the classroom, library/media center, playground sports events, and in other schoolwide activities. Parents are requested to assist in chaperoning student field trips.

Wilson Elementary School provides a wide range of opportunities for parents to interact with school staff, while supporting their child's academic efforts. These may include:

- Back to School Night
- Open House
- Student performances
- "Parent and Me" AR Before and After School Computer Program
- Fundraisers
- Career Day
- Music and choir
- Ballet
- Sporting events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Parent morning and afternoon helpers
- Padres en Acción (Program in which parents volunteer during recess to lead constructive playtime activities)
- General Parent Meetings

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

- School Site Council - SSC
- English Language Advisory Council - ELAC

Parents seeking more information about becoming an active member in the school community may contact Dr. Ligia Hallstrom at (714) 564-8100.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and schoolwide phone communication, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Blackboard Computerized Phone System
- School web site
- Public Service Channels 31 and/or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations
- Parent Meetings
- Twitter
- Remind 101
- Class Dojo
- FaceBook

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	3.8	2.5	4.7
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	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)	.72
Psychologist	.5
Social Worker	0
Nurse	.3
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	.3
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	27	27	27	1	1	1	5	5	5			
1	30	31	31				4	5	5			
2	29	29	29				4	4	4			
3	29	28	28				3	4	4			
4	31	26	26				4	4	4			
5	29	30	30	1			1	4	4	2		
Other		15	15		1	1						

Professional Development provided for Teachers

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

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2014-15 school year, our school sponsored three days of staff development. Staff training topics at the individual school sites may have included: Writing, Frontloading, Data Analysis, PBIS, Smart Board Technology, effective teaching strategies and grading practices, etc.

During the 2015-16 school year, Wilson Elementary was appointed a new principal. Much of the year's focus was on the implementation of PBIS strategies toward the improvement of schoolwide discipline. Teachers attended a Districtwide day of training with elective courses ranging from ELD, Writing, Mathematics and Technology.

This current year - 2016-17 began with a week-long training for staff in grades 1st, 2nd and SPED in SIPPS. Reading data (SBAC, MAP Reading, and Accelerated Reader) indicated that students were promoting from 5th grade with an average reading level of mid-third grade. This data was also supported by the stark realization that well over 50% of 5th grade English learners also promoted without reclassifying to Fluent English Proficient status. Grades K, 3, 4 and 5 are released multiple days this school year to work with a Writing Consultant on Writer's Workshop. Data from the previous five-years of CELDT outcomes indicated that it is the single largest stumbling block for our students with respect to reclassification criteria. Grades 3, 4 and 5 have attended several days of the Simi Valley Math Project. All staff are also receiving small group assistance in the use of the online Lexia Reading curriculum to ensure high fidelity in implementation. Finally, a .3 FTE Teacher Effectiveness Coach is working with classrooms this year on assisting teachers with the embedding of writing frames and grammatical elements in their art-based ELD curriculum.

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 school year, district training opportunities over the past three years have focused on the following:

At the elementary level:
- Developing Units of Study for the Common Core
- English Language Development (ELD) Training
- CTAP Technology Training (California Technology Assistance Project)
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Thinking Maps
- Fetzer Writing
- Benchmark Assessments in Language Arts and Math
- Visiting other schools and classrooms
- Use of Instructional Technology

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	$5,553	$815	$4,737	$88,513
District	♦	♦	$3,423.06	$82,966
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			38.4	6.7
Percent Difference: School Site/ State			-16.6	16.7

* 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.