



James A. Garfield Elementary School

850 East Brown St. • Santa Ana, CA 92701-3902 • (714) 972-5300 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Ana Unified School District

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School Description

James A. Garfield Elementary School (Garfield Elementary) is located on Brown Street, southeast of Santa Ana Boulevard in the "Station District".

The average class size in grades K-5 is 23 students. Garfield Elementary hosts a state preschool program on site. There is a morning preschool class which is open from 8:00 a.m. to 11:00 p.m. and an afternoon session which is open from 1:00-4:00. Parents meeting state requirements are invited to enroll their four-year-old children in the program.

School Mission:

The mission of the school is to facilitate optimal learning and foster respect for all students, empowering them to lead fulfilling and productive lives in a changing, diverse global society by establishing literacy across the curriculum and by establishing a strong academic foundation.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% 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, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (714) 972-5300.

2013-14 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------|--------------------|
| Kinder. | 120 |
| Gr. 1 | 125 |
| Gr. 2 | 135 |
| Gr. 3 | 142 |
| Gr. 4 | 106 |
| Gr. 5 | 119 |
| Total | 747 |

2013-14 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.1 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.1 |
| Filipino | 0.0 |
| Hispanic or Latino | 98.7 |
| Native Hawaiian/Pacific Islander | 0.0 |
| White | 0.4 |
| Two or More Races | 0.1 |
| Socioeconomically Disadvantaged | 98.5 |
| English Learners | 79.5 |
| Students with Disabilities | 7.1 |

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

| James A. Garfield Elementary School | 12-13 | 13-14 | 14-15 |
|--|-------|-------|-------|
| Fully Credentialed | 32 | 29 | 30 |
| Without Full Credential | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Santa Ana Unified School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ◆ | ◆ | 2,528 |
| Without Full Credential | ◆ | ◆ | 14 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | |

Teacher Misassignments and Vacant Teacher Positions at this School

| James A. Garfield Elementary | 12-13 | 13-14 | 14-15 |
|-------------------------------------|-------|-------|-------|
| 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

| 2013-14 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 | 100.00 | 0.00 |
| Districtwide | | |
| All Schools | 99.40 | 0.60 |
| High-Poverty Schools | 99.36 | 0.64 |
| Low-Poverty Schools | 100.00 | 0.00 |

* 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 2014-15)

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 14, 2014, 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 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 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 enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

| Year Adopted | Elementary School Textbook Publisher | Grades |
|-----------------------|---|--------|
| Mathematics | | |
| 2008 | Saxon Publishers <i>Saxon Math</i> | K-5 |
| 2008 | Houghton-Mifflin | K-5 |
| Language Arts | | |
| 2002 | SRA/McGraw Hill <i>Open Court Reading</i> | 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.

The most recent facilities inspection at James A. Garfield Elementary School took place on 6/27/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/27/2014

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | CR 405: A/C vent not working s/c: 254806 Broken ceiling tiles s/c: 254802 |
| Interior: Interior Surfaces | [] | [] | [X] | CR 401: Damage cabinets & counter tops s/c: 254802 CR 402: Damage cabinets & counter tops s/c: 254802 CR 403: Damage cabinets s/c: 254802 CR 404: Wall need patching & painting s/c: 254803 Broken ceiling tiles s/c: 254802 CR 405: A/C vent not working s/c: 254806 Broken ceiling tiles s/c: 254802 CR 406: Broken ceiling tiles; Cabinets and countertops s/c: 254802 Etched windows s/c: 254813 CR 407: Broken ceiling tiles; Damage countertops s/c: 254802 Etched windows s/c: 254813 CR 408: Damaged cabinets & countertops s/c: 254802 Etched windows s/c: 254813 CR 409: Broken ceiling tiles s/c: 254802 Etched windows s/c: 254813 CR 410: Broken ceiling tiles s/c: 254802 Etched windows s/c: 254813 CR 411: Broken ceiling tiles s/c: 254802 Etched windows s/c: 254813 CR 420: Broken ceiling tiles s/c: 254802 CR 421: Broken ceiling tiles; Damage countertops s/c: 254802 CR 422: Damaged countertops s/c: 254802 CR 424: Broken ceiling tiles s/c: 254802 CR 425: Broken ceiling tiles s/c: 254802 CR 428: Broken ceiling tiles; Damage cabinets s/c: 254802 CR 429: Broken ceiling tiles s/c: 254802 CR K-1: Damaged countertops s/c: 254802 CR K-2: Broken ceiling tiles; Damaged countertops s/c: 254802 Kitchen: Damaged Linoleum flooring s/c: 254808 Patch & Paint s/c: 254803 Library: Ripped/tears on carpet s/c: 254808 Patch & paint baseboard s/c: 254803 Staff Work Rm 500 Bldg: Broken ceiling tile s/c: 254802 WORK ROOM 400 BULDING: Broken ceiling tiles s/c: 254802 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | Staff RR by Kitchen: Hand dryer is loose coming off the wall s/c: 254807 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | Girls RR Downstairs 400 Bldg: Rusted faucet s/c: 254805 |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/27/2014

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|--|
| | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | Lounge: Stucco needs patching s/c: 254810 Lunch Area: Patio cover ripped, Net is ripped; Beams are damaged, safety issue s/c: 254812 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | 1st FLOOR HALLWAY: Broken closer on double doors s/c: 254804 2nd FLOOR HALLWAY: Leaking closer s/c: 254804 Boys RR Downstairs 400 Bldg: Door not closing right s/c: 254802 CR 406: Broken ceiling tiles; Cabinets and countertops s/c: 254802 Etched windows s/c: 254813 CR 407: Broken ceiling tiles; Damage countertops s/c: 254802 Etched windows s/c: 254813 CR 408: Damaged cabinets & countertops s/c: 254802 Etched windows s/c: 254813 CR 409: Broken ceiling tiles s/c: 254802 Etched windows s/c: 254813 CR 410: Broken ceiling tiles s/c: 254802 Etched windows s/c: 254813 CR 411: Broken ceiling tiles s/c: 254802 Etched windows s/c: 254813 CR 526: Weather strip is ripped around door s/c: 254802 MPR: Electrical room gets stuck, can't open; Double doors by electrical room not closing right s/c: 254802 Playground Area: Fencing needs wiring clips s/c: 254810 |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | [] | [X] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 40 | 26 | 24 | 48 | 47 | 47 | 60 | 59 | 60 |

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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 | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 35 | 38 | 34 | 43 | 45 | 44 | 54 | 56 | 55 |
| Math | 57 | 56 | 49 | 47 | 48 | 45 | 49 | 50 | 50 |
| HSS | | | | 37 | 40 | 41 | 48 | 49 | 49 |

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 2 | 2 | 2 |
| Similar Schools | 6 | 8 | 6 |

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 12.0 | 7.7 | 5.1 |

* 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.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced | |
|---|---|--|
| | Science (grades 5, 8, and 10) | |
| All Students in the LEA | 47 | |
| All Student at the School | 24 | |
| Male | 22 | |
| Female | 25 | |
| Black or African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic or Latino | 23 | |
| Native Hawaiian/Pacific Islander | | |
| White | | |
| Two or More Races | | |
| Socioeconomically Disadvantaged | 24 | |
| English Learners | 2 | |
| Students with Disabilities | | |
| Students Receiving Migrant Education Services | | |

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|-------|-------|
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | 23 | 6 | -25 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 23 | 3 | -25 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 24 | 5 | -24 |
| English Learners | 25 | 6 | -24 |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

Parents are encouraged to get involved in Garfield 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, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Garfield Elementary School provides a wide range of opportunities for parents to become engaged and interact with school staff, while supporting their child and academic efforts; these may include:

Back to School Night

- Open House
- Student performances
- Fundraisers
- Music/choir and/or theatre performances
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops with each grade level team
- Parenting support classes provided by Padres Unidos
- English classes in partnership with Santa Ana College
- Parent workshops on the 40 Developmental Assets
- Technology classes for parents

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

- School Site Council
- English Language Advisory Council
- Parent Teacher Association (PTA)
- Padres en Accion

Parents seeking more information about becoming an active member in the school community may contact the principal or TOSA at (714) 972-5300.

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:

- ParentLINK Computerized Phone System
- Email
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Peachjar
- Letters
- School Marquee/Banners

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 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions

| School | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 4.4 | 1.8 | 0.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 7.0 | 4.9 | 4.3 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |
| Met API Criteria | | |
| Met Graduation Rate (if applicable) | | |

* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

| 2014-15 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 1999-2000 | 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 |

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| Average Class Size and Class Size Distribution | | | | | | | | | | | | |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| Kinder. | 29.5 | 32 | 20 | 0 | | 2 | 4 | 4 | 4 | 0 | | |
| Gr. 1 | 23.6 | 30 | 25 | 0 | | 1 | 7 | 4 | 4 | 0 | | |
| Gr. 2 | 28.8 | 27 | 27 | 0 | 1 | | 4 | 4 | 5 | 0 | | |
| Gr. 3 | 23 | 27 | 28 | 1 | 1 | | 4 | 3 | 5 | 0 | | |
| Gr. 4 | 25.6 | 30 | 27 | 0 | | | 5 | 4 | 4 | 0 | | |
| Gr. 5 | 31.3 | 33 | 30 | 0 | | | 3 | 1 | 4 | 0 | 2 | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

* Blanks indicate unreported data

| 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) | .5 |
| Psychologist | .40 |
| Social Worker | 0 |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist | 1 |
| Other | .5 |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$48,660 | \$41,761 |
| Mid-Range Teacher Salary | \$74,308 | \$66,895 |
| Highest Teacher Salary | \$94,284 | \$86,565 |
| Average Principal Salary (ES) | \$115,715 | \$108,011 |
| Average Principal Salary (MS) | \$118,268 | \$113,058 |
| Average Principal Salary (HS) | \$127,729 | \$123,217 |
| Superintendent Salary | \$265,000 | \$227,183 |
| Percent of District Budget | | |
| Teacher Salaries | 39 | 38 |
| 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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | \$5,096 | \$787 | \$4,308 | \$81,392 |
| District | ♦ | ♦ | \$4,130 | \$78,285 |
| State | ♦ | ♦ | \$4,690 | \$70,720 |
| Percent Difference: School Site/District | | | 4.3 | 4.0 |
| Percent Difference: School Site/ State | | | -8.1 | 15.1 |

Types of Services Funded at James A. Garfield Elementary School

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
- Common Core State Standards (CCSS)
- 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 Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

Professional Development provided for Teachers at James A. Garfield Elementary School

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California Common Core State Standards and Frameworks. Staff development concentrations are identifies and selected based upon the shift to the implementation of the California Common Core State Standards (CCSS), student assessment results, NCLB requirements, teacher input, and state content standards. All schools are also being supported in establishing Positive Behavioral Interventions, and Supports (PBIS).

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2013-14 school year, our school sponsored two and a half days of staff development. Staff training topics included: Implementation of California Common Core State Standards (CCSS), Multi-Tier Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), Cognitively Guided Instruction in math (CGI), and Collaborative Instruction.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Additional professional development opportunities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2013-14 school year, district training opportunities focused on the following:

At the elementary level -

- Technology Integration
- California Common Core State Standards Implementation
- Complex Text Modules
- Collaborative Conversations Modules
- Gifted and Talented Education
- Multi-Tier Systems of Support-Academic and Behavior
- Special Education Support
- Data Analysis and Using Data to Drive Instruction
- Thinking Maps and Writing
- Write from the Beginning
- Extended Response Benchmark Assessments in Language Arts and Math
- Cognitively Guided Instruction in Mathematics (CGI)
- CTAP Technology Training (California Technology Assistance Project)

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) 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 BTSA Induction Program is available on the SAUSD website.

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.