



James A. Garfield Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 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." Garfield Elementary is comprised of TK-5th grades college bound students. In addition, Garfield Elementary hosts a state preschool program on site. There are two morning preschool classes which are open from 8:00 a.m. to 11:00 a.m. and two afternoon sessions which are open from 1:00 p.m. to 4:00 p.m. Parents who meet state requirements are invited to enroll their four-year-old children in the program. We believe that parents are our partners in education and are key to success in school.

Garfield is focused on early literacy skills to propel all students to read on grade level by third grade, while integrating technology through blended and personalized learning. Mathematics instruction is comprised of Cognitively Guided Instruction and the 8 mathematical practices to ensure all student are algebra ready. Garfield is implementing Math Expressions to support Common Core State Standards (CCSS). English learners are supported through both designated ELD and integrated ELD. Both the ELA/ELD Framework and Benchmark Advance are used to accelerate English Language Development and learning towards the goal of all EL students to be reclassified as RFEP within 5 years. Garfield is implementing AVID in all 2nd-5th grade classrooms as a systematic approach to preparing students for college and career and increase critical thinking skills. Learning outcomes are measured throughout the year using the following assessment, (DIBELS, MAP, Renaissance STAR, ELPAC, District ELD tool, Benchmark Advance Interim Assessments, and SBAC). These formative assessments and student artifacts are used to provide responsive instruction to maximize learning. Through the use of these assessments, District Key Performance Indicators have been established in regard to Teaching and Learning, Communication and Engagement, Safety and Climate, and Targeted Support. These KPIs are based on our District LCAP goals.

Garfield is "Leading the Way in the 21st Century!" Next Generation Science and Engineering Standards (NGSS) are a new area of concentration at Garfield. Grade levels are beginning to implement Project Based Learning (PBL) through the Project Lead the Way. From summer enrichment programs, to Saturday Elementary is Engineering sessions with 3rd-5th grade students, Garfield is committed to ensuring that our students are given opportunities, experiences, and programs such as Meet the Masters that are culturally relevant and bring learning to life. Garfield partners closely with our parents during family STEAM night, math night, and literacy events. Fourth and fifth grade students also have opportunities to participate on the Speech and Debate Team, Math Team, National History Day, Student Council, and Playworks after school sports teams.

Gators are taught to be safe, respectful, and responsible through the implementation of the Positive Behavioral Interventions and Supports (PBIS) framework and Restorative Practices. We are dedicated to developing a Growth Mindset and self management to ensure that students are socially and emotionally well adjusted and prepared for the 21st Century. Garfield is a community of learners preparing its students for college, career, citizenship, and success in the 21st Century.

School Mission:

Garfield Elementary is dedicated to providing a safe, responsible, and respectful learning environment. Students are encouraged to be productive citizens, active participants, and contributors on campus and in our community. Through differentiated instruction and parent involvement, students participate in diverse and innovative experiences, where critical thinking, collaboration, creativity, and communication are fostered. Through collaboration, all stakeholders ensure that students attain competency in the CCSS and 21st Century Skills.

District Profile Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 49,300 students in grades K-12, residing in the city of Santa Ana. As of 2017-18, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 80% enrolled in the Free or Reduced Price Meal program, 39% qualifying for English language learner support, and approximately 13% 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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	148
Grade 1	134
Grade 2	143
Grade 3	99
Grade 4	119
Grade 5	127
Total Enrollment	770

Teacher Misassignments and Vacant Teacher Positions at this School			
James A. Garfield Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	0.1
Filipino	0.1
Hispanic or Latino	99.0
Native Hawaiian or Pacific Islander	0.0
White	0.5
Socioeconomically Disadvantaged	92.2
English Learners	68.7
Students with Disabilities	10.6
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
James A. Garfield Elementary School	16-17	17-18	18-19
With Full Credential	31	31	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	1986
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	11

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 9, 2018, 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. 18/19-3253 which certifies as required by Education Code §60119 that for the 2018-2019 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-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 custodian is 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: 6/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	400 BLDG RESTROOM DOWNSTAIRS: Faucet needs adjustment: WO 23612 ROOM 408: Loose faucet: WO 23612 WORKROOM 400 BLDG UPSTAIRS: Rusted faucet: WO 23612

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/7/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	31.0	31.0	32.0	48.0	50.0
Math	26.0	28.0	25.0	26.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.2	15.3	8.1

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	344	342	99.42	31.29
Male	164	163	99.39	28.22
Female	180	179	99.44	34.08
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	342	340	99.42	30.88
White	--	--	--	--
Socioeconomically Disadvantaged	329	327	99.39	32.42
English Learners	311	309	99.36	30.42
Students with Disabilities	40	40	100.00	10.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	344	341	99.13	27.65
Male	164	162	98.78	29.19
Female	180	179	99.44	26.26
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	342	339	99.12	27.22
White	--	--	--	--
Socioeconomically Disadvantaged	329	326	99.09	28
English Learners	311	308	99.04	27.69
Students with Disabilities	40	39	97.5	18.42
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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, library and/or media center on special days. Parents are always invited to help chaperon 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 theater performances
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops with each grade level team
- Parenting support classes provided by Padres Unidos with a focus on Behavior Modification
- English classes in partnership with Santa Ana College
- Parent workshops on the 40 Developmental Assets through Raising Highly Capable Kids Curriculum
- Technology classes for parents using Google docs.
- Raising the Reader Program
- Site LCAP Meeting
- Kids Run OC
- Meet the Masters Art Program
- Monthly parent meetings
- Disciplina Positiva
- Kaiser Permanente Workshops
- PTA
- Family STEAM Nights
- Targeted Literacy Workshops

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 (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Association (PTA)
- Padres en Accion
- Wellness Committee
- Site LCAP Meeting
- Safety Committee
- SAELI-NLT
- Padres Unidos

Parents seeking more information about becoming an active member in the school community may contact the principal or Teacher on Special Assignment (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:

- Blackboard Automated Phone Messaging System
- Email Blasts
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Peachjar
- Letters
- School Marquee/Banners
- Twitter

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the district office to fulfill Senate Bill 187 requirements. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each School Safety Plan is forwarded to the District Office for review annually.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.0	3.1	3.1
Expulsions Rate	0.1	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.60
Social Worker	0
Nurse	1.2
Speech/Language/Hearing Specialist	.90
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	29	30	30				6	6	5			
1	25	31	27				4	5	5			
2	30	29	29				4	4	5			
3	32	26	25				2	5	4	2		
4	30	29	30				4	4	4			
5	33	30	32				1	5	3	3		1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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 identified and selected based upon the shift to the implementation of the California Common Core State Standards (CCSS), student assessment results, CORE requirements, teacher input, and state content standards. Areas of focus are aligned with Local Control Accountability Plan. All schools are also being supported in establishing Positive Behavioral Interventions and Supports (PBIS) to support the Conditions of Learning goal.

All staff development activities at Santa Ana Unified School District are focused on increasing early literacy, algebra readiness, EL proficiency, and access to additional curriculum for students and parents. During the 2018-19 school year, all staff members have been involved in 4 days of Benchmark Advance ELA/ELD professional development. Staff training topics included: Implementation of Benchmark Advance, ELD, Differentiated Instruction with Foundational Skills, and Writing. Second-fifth grade have attended or are going to attend the AVID Conference or Foundations professional development. Second-fifth grade teachers are committed to implementing AVID for all. By the end of the year, all teachers will have been trained in basic Restorative Practices through the i3 grant through our District. In addition Garfield teachers are revisited 6 times a year by our math coach, who works with grade levels through demonstration lessons, co-teaching, coaching, planning, and content based PD. This year she is provided extensive support with establishing Math Talk communities in all classrooms.

Garfield is continuing to enhance Multi-Tiered Systems of Support (MTSS) with differentiation in Foundational Skills, Positive Behavioral Interventions and Supports (PBIS) including Restorative Practices, and Integration of Technology into 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, TK-5th grade Reading Academy, TK-5th Grade IMP training, and implementation of Benchmark Advance Interim Assessments in ELA. During the 2018-19 school year, district training opportunities will focus on the following:

At the elementary level -

- Benchmark Advance-Designated ELD/ELD Instruction Aligned with the ELA/ELD Framework (4 modules throughout school year)
- Project Lead The Way (PLTW)
- Math Expressions and IMP through a Math Coach model
- AVID
- Google Apps 3rd-5th
- CORE Reading Academy (Grade Level Modules after school) (16-18)
- Multi-Tier Systems of Support-Academic and Behavior (Trainings throughout year)
- Special Education Support Inclusive Practices Support
- Thinking Maps and Writing
- Performance Task Assessments and Interim Assessments
- Technology Integration and Blended Learning
- Program Evaluation
- Restorative Practices
- SIPPS
- Mindfulness

Garfield Elementary teachers are supported by district ELA and Early Literacy Curriculum Specialists and our TEC Coach. Teachers are supported in mathematics by our partnership with the Irvine Math Project. Teachers in need of additional support are assisted by our TOSA, Behavioral Specialists, and a PSS counselor Climate RP liaison.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available on www.sausdtips.org.

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, and online personalized learning. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,826	\$47,903
Mid-Range Teacher Salary	\$86,779	\$74,481
Highest Teacher Salary	\$110,107	\$98,269
Average Principal Salary (ES)	\$129,866	\$123,495
Average Principal Salary (MS)	\$131,985	\$129,482
Average Principal Salary (HS)	\$147,384	\$142,414
Superintendent Salary	\$327,000	\$271,429
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES) (Proposition 49)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Head Start
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I, School Improvement Grant QEIA
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Supplementary Prgs-Specialized Secondary
- Title I, II, and III

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7007	914	6092	100637
District	◆	◆	\$6,836	\$91,640
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-11.5	9.4
Percent Difference: School Site/ State			-61.9	21.9

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.