



# Garfield Elementary School

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

Kerri Braun, Principal

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<http://www.sausd.us/garfield>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Santa Ana Unified School District

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#### District Governing Board

Rigo Rodriguez, Ph.D., President  
Valerie Amezcua, Vice President  
Alfonso Alvarez, Ed.D., Clerk  
John Palacio, Member  
Carolyn Torres, Member

#### District Administration

Jerry Almendarez  
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Alfonso Jimenez, Ed.D.  
Deputy Superintendent,  
Educational Services  
Thomas A. Stekol, Ed.D.  
Deputy Superintendent,  
Administrative Services  
Daniel Allen, Ed.D.  
Assistant Superintendent, K-12  
Teaching and Learning  
Mayra Helguera, Ed.D.  
Assistant Superintendent, Special  
Education/SELPA  
Sonia R. Llamas, Ed.D., L.C.S.W.  
Assistant Superintendent, K-12  
School Performance and Culture  
Hiacynth Martinez, Ed.D.  
Assistant Superintendent, Human  
Resources  
Manoj Roychowdhury  
Assistant Superintendent, Business  
Services  
Orin Williams  
Assistant Superintendent, Facilities  
& Governmental Relations

### 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 through 5th grade as well as hosting two State preschool classes on site. We believe that parents are our partners in education and are key to our students' success in school.

Garfield is a community of learners preparing its students for college, career, citizenship, and success in the 21st Century. In order to increase critical thinking skills, we embed AVID systematically in all 2nd-5th grade classrooms throughout the day and utilize Thinking Maps to help students visualize their thinking, participate orally, and in writing. Developing key foundational skills in English Language Arts (ELA), English Language Development (ELD) and Math, are key in striving to meet this goal. In order to propel all students to read on grade level by third grade, one of our primary foci is on early literacy skills integrated with blended and personalized learning. Utilizing both the ELA and ELD Frameworks, in conjunction with Benchmark Advance, our English Learners (ELs) are supported throughout the day with both designated ELD and integrated ELD. This will help us achieve our goal of all EL students to be reclassified as English proficient within 5 years. In mathematics, in order to ensure that all student are algebra ready, we are implementing Math Expressions. This State adopted program embeds all of the eight mathematical practices found in our Common Core State Standards (CCSS). In science, we are utilizing practices found in "STEAM" (Science-Technology-Engineering-Arts-Mathematics) focused lessons. All of our teachers have been trained in Project Lead the Way (PLTW) and in the Next Generation Science Standards (NGSS) and all grade levels are implementing at least one Project Based Learning (PBL) unit.

From summer enrichment programs, to Saturday "Elementary is Engineering" sessions, to Meet the Masters and partnering with Disney Musicals in Schools -- Garfield is committed to ensuring that our students are given opportunities, experiences, and programs that are culturally relevant and bring learning to life. Garfield partners closely with our parents during family STEAM nights, math nights, and literacy events throughout the year. Our older students also have opportunities to participate on the Speech and Debate Team, Math Team, National History Day, Student Council, and Playworks after school sports. Our 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 pride ourselves on being recognized as a Platinum PBIS school. We are dedicated to developing a Growth Mindset and self-management skills in order to ensure that students are socially and emotionally well-adjusted and prepared for 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.

### School's Vision:

We are a community of resilient, confident learners who will persevere to be successful in college, career, and global citizenship.

## District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, 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 84% enrolled in the Free or Reduced Price Meal program, 34% 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.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	118
Grade 2	131
Grade 3	134
Grade 4	97
Grade 5	115
<b>Total Enrollment</b>	<b>723</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0.4
Hispanic or Latino	98.9
White	0.4
Socioeconomically Disadvantaged	92
English Learners	58.5
Students with Disabilities	10.9
Foster Youth	0.1
Homeless	3.9

## 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 for Garfield Elementary	17-18	18-19	19-20
With Full Credential	31	29	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

## Teacher Misassignments and Vacant Teacher Positions at Garfield Elementary School

Indicator	17-18	18-19	19-20
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 September 10, 2019, 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. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 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: September 10, 2019

Year Adopted	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
<b>Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
<b>Spanish Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
<b>Science(s)</b>		
2008	MacMillan/ McGraw Hill, <i>California Science</i>	K-5
<b>Social Science</b>		
2007	Scott- Foresman, <i>History-Social Science for California</i>	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: 6/19/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	100 BUILDING WOMEN STAFF RESTROOM: Need patching and painting around toilets -W/O #43175 400 BUILDING BOYS RESTROOM DOWNSTAIRS: Loose sink pipe under sink needs a cap -W/O 43190 400 BUILDING UPSTAIRS BOYS RESTROOM: Wall around toilet damage needs patching and painting -W/O 43175 400 BUILDING UPSTAIRS GIRLS RESTROOM: Wall around toilet damage needs patching and painting -W/O 43175 CAFETERIA RESTROOM: Wall around toilet damage needs patching and painting -W/O 43175 CAFETERIA: Walls need patching and painting. -W/O #43175 Floor needs repair cracks -W/O #48239 LIBRARY: Stage walls have water damage need patching and painting -W/O #43175 LUNCH AREA PATIO: Loose beams, leaking roof ripped patio cover rotten beams -W/O #48239 MAIN OFFICE: Needs patching and painting around toilet -W/O #43175 MPR: Loose carpet entrance -W/O #43191 ROOM 403: Broken door cabinets -W/O #43182 ROOM 405: Broken door cabinets -W/O #43182 ROOM 406: Window baseboard needs patching and painting W/O #43175 ROOM 407: Window baseboard needs patching and painting W/O #43175 Window has scratches graffiti -W/O #43191 ROOM 408: Window baseboard needs patching and painting W/O 43175
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	100 BUILDING WOMEN STAFF RESTROOM: Need patching and painting around toilets -W/O #43175 MAIN OFFICE: Needs patching and painting around toilet -W/O #43175
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Fair	400 BUILDING BOYS RESTROOM DOWNSTAIRS: Loose sink pipe under sink needs a cap -W/O 43190 400 BUILDING UPSTAIRS BOYS RESTROOM: Wall around toilet damage needs patching and painting -W/O 43175 400 BUILDING UPSTAIRS GIRLS RESTROOM: Wall around toilet damage needs patching and painting -W/O 43175 500 BUILDING STAFF WORKROOM UPSTAIRS: Water damage ceiling tiles - W/O #43182 CAFETERIA RESTROOM: Wall around toilet damage needs patching and painting - W/O 43175 CAFETERIA: Walls need patching and painting. -W/O #43175 Floor needs repair cracks -W/O #48239 LIBRARY: Stage walls have water damage need patching and painting -W/O #43175 LUNCH AREA PATIO: Loose beams, leaking roof ripped patio cover rotten beams - W/O #48239 MPR: Loose carpet entrance -W/O #43191 ROOM 403: Broken door cabinets -W/O #43182 ROOM 405: Broken door cabinets -W/O #43182 ROOM 406: Window baseboard needs patching and painting W/O #43175 ROOM 407: Window baseboard needs patching and painting W/O #43175 Window has scratches graffiti -W/O #43191 ROOM 408: Window baseboard needs patching and painting W/O 43175 ROOM 506: Broken ceiling tile -W/O #43182 ROOM 525: Water damage ceiling tiles - W/O #43182 ROOM 526: Water damage ceiling tiles - W/O #43182 ROOM K-2: Baseboard coming off wall - W/O #43182

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	500 BUILDING STAFF RESTROOM DOWNSTAIRS: Door doesn't lock well - W/O 43187 500 BUILDING STAFF RESTROOM UPSTAIRS: Loose Door latch W/O #43187 500 BUILDING STAFF WORKROOM UPSTAIRS: Loose door knob -W/O #43187 DOWNSTAIRS HALLWAY: Double door entrance panic bar needs incaps -W/O #43187 ROOM 406: Window baseboard needs patching and painting W/O #43175 ROOM 407: Window baseboard needs patching and painting W/O #43175 Window has scratches graffiti -W/O #43191 ROOM 408: Window baseboard needs patching and painting W/O 43175 ROOM K-2: Need patching and painting around window -W/O #43175
<b>Overall Rating</b>	<b>Good</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	31	36	32	35	50	50
Math	28	30	26	28	38	39

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 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.

### School Year 2018-19 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	340	338	99.41	35.61
Male	151	150	99.34	30.20
Female	189	188	99.47	39.89
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	338	336	99.41	35.52
White	--	--	--	--
Socioeconomically Disadvantaged	321	319	99.38	35.22
English Learners	291	289	99.31	32.99
Students with Disabilities	42	42	100.00	9.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.5	13.0	13.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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-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 2018-19 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	340	339	99.71	29.79
Male	151	150	99.34	32.67
Female	189	189	100.00	27.51
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	338	337	99.70	29.67
White	--	--	--	--
Socioeconomically Disadvantaged	321	320	99.69	29.38
English Learners	291	290	99.66	28.62
Students with Disabilities	42	41	97.62	19.51
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	100.00	0.00

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 2019-20)**

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
- Fundraisers
- Music/choir and/or student performances
- Disney Musicals In Schools
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops with each grade level team
- Parenting support classes provided by Padres Unidos
- Parent workshops through Raising Highly Capable Kids Curriculum
- Technology classes for parents
- Raising A Reader program
- Site LCAP Meeting
- Kids Run the OC
- Meet the Masters Art Program
- Monthly parent meetings
- Disciplina Positiva
- Kaiser Permanente Workshops
- PTA
- Family STEAM and Math 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 (Santa Ana Early Learning Initiative)
- 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 and Class Dojo
- 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 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 CSSP is managed by the District via Doc-Tracking. 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 also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.5	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.0

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	30		6		30		5		26		5	
1	31		5		27		5		30		4	
2	29		4		29		5		26		5	
3	26		5		25		4		27		5	
4	29		4		30		4		32		1	2
5	30		5		32		3	1	29		4	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	10

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, 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 and teachers receive on going professional development throughout the year at a variety of workshops.

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.

Garfield Elementary teachers are supported by district ELA and Early Literacy Curriculum Specialists. Teachers are supported in mathematics by our partnership with the Irvine Math Project, Math Expressions National Trainer, and District specialists. Teachers in need of additional support are assisted by our TOSA, Behavioral Specialists, Pupil Support Services (PSS) specialists, and counselors.

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

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities, and online personalized learning. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

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

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7196	928	6268	104290
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.0	5.8
School Site/ State	-20.8	19.9

Note: Cells with N/A values 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.

## **Types of Services Funded**

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

### **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.