Garfield Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Garfield Elementary
Street	850 East Brown Street
City, State, Zip	Santa Ana, CA 92701
Phone Number	(714) 972-5300
Principal	Kerri Braun, Ed.D.
Email Address	kerri.braun@sausd.us
School Website	https://www.sausd.us/garfield
County-District-School (CDS) Code	30-66670-6108484

2023-24 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website	www.sausd.us

2023-24 School Description and Mission Statement

Garfield Elementary is located on Brown Street, southeast of Santa Ana Boulevard, in the "Station District". Garfield Elementary is a Community School comprised of TK through 5th grade and hosts 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. 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 and participate orally and in writing. Developing key foundational skills in English Language Arts (ELA), English Language Development (ELD), and Math is key in striving to meet this goal. 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 the ELA and ELD Frameworks, in conjunction with Benchmark Advance, our English Learners (ELs) are supported throughout the day with both designated and integrated ELD. This will help us achieve our goal of all EL students being reclassified as English proficient within five years. In mathematics, to ensure that all students are algebra-ready, we are implementing Math Expressions and the online component Think Central. This State-adopted program embeds all of the eight mathematical practices found in our Common Core State Standards (CCSS). In science, we use practices found in "STEAM" (Science-Technology-Engineering-Arts-Mathematics) focused lessons. All of our teachers have been trained 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, and Student Council. Our Gators are taught to be safe, respectful, and responsible by implementing the Positive Behavioral Interventions and Supports (PBIS) framework and Restorative Practices. We pride ourselves on being recognized as a Platinum PBIS school in 2019, 2022, and 2023. For the 19-20 school year, we received the PBIS Community Cares Award for our work and contribution to the support and care of students during the COVID-19 Pandemic. We are dedicated to developing a Growth Mindset and self-management skills to ensure that students are socially and emotionally well-adjusted and prepared for college and career in the 21st-Century.

2023-24 School Description and Mission Statement

School Mission:
Garfield Elementary School's mission is to prepare students for life in a diverse society by creating a safe and rigorous learning environment that promotes academic, social, and technological excellence. In partnership with our parents and community, we will prepare lifelong learners who are resilient, respectful, and responsible, realizing their greatest potential.

School's Vision:
At Garfield, our goal is to Educate, Enrich, and Empower each student. We build strong relationships with parents, students, staff, and community partners. Our top priority is providing meaningful and engaging learning experiences while ensuring a safe and nurturing environment where students are encouraged to communicate, collaborate, create, and think critically each and every day.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	63
Grade 2	82
Grade 3	83
Grade 4	93
Grade 5	100
Total Enrollment	509

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9%
Male	48.1%
American Indian or Alaska Native	0.2%
Filipino	0.4%
Hispanic or Latino	98%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.4%
White	0.8%
English Learners	67.8%
Foster Youth	0.6%
Homeless	5.1%
Migrant	0.2%
Socioeconomically Disadvantaged	86.2%
Students with Disabilities	13.2%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	100.00	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	0.00	0.00	177.80	9.16	18854.30	6.86
Total Teaching Positions	24.00	100.00	1942.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.40	98.04	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.72	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.21	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	23.50	1.15	11953.10	4.28
Unknown	0.00	0.00	127.30	6.20	15831.90	5.67
Total Teaching Positions	29.00	100.00	2053.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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 and month in which the data were collected	September 26, 2023

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, *Math Expressions*	K-5
Language Arts		
2018	Benchmark Education Company, *Benchmark Advance*	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, *Benchmark Adelante*	TK-5
Science(s)		
2019	District Created Materials, Various	TK-5
Social Science		
2023	TCI, *Social Studies Alive!*	K-5

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	7/21/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	
Interior: Interior Surfaces	X			LIBRARY: LIFTNG CARPET NEEDS REPAIR -WO #107278 LOUNGE: REPAIR DAMAGE COUNTERS -WO #113799 MAIN OFFICE: LIFTNG CARPET NEEDS REPAIR - WO #107278
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 404: MISSING LIGHT FIXTURE COVER -WO #113798
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			SOCCER FIELD: TURF IS DAMAGED -WO #106364
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	24	31	32	47	46
Mathematics (grades 3-8 and 11)	15	18	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	277	274	98.92	1.08	23.72
Female	145	143	98.62	1.38	32.17
Male	131	130	99.24	0.76	13.85
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	269	266	98.88	1.12	22.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	175	172	98.29	1.71	11.63
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	25.00
Military	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	251	248	98.80	1.20	22.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	46	100.00	0.00	10.87

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	277	276	99.64	0.36	17.75
Female	145	144	99.31	0.69	18.06
Male	131	131	100.00	0.00	17.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	269	268	99.63	0.37	16.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	175	174	99.43	0.57	8.62
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	18.75
Military	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	251	250	99.60	0.40	17.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	46	100.00	0.00	6.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.11	8.25	15.30	16.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	101	100.00	0.00	9.90
Female	53	53	100.00	0.00	7.55
Male	47	47	100.00	0.00	10.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	8.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	61	61	100.00	0.00	3.28
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	93	100.00	0.00	9.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	13.33

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.0	96.0	97.0	98.0	97.0

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 regarding the school district and at each school site.

2023-24 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, 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
- 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
- Technology classes for parents
- Site LCAP Meeting
- Kids Run the OC
- Meet the Master's Art Program
- Monthly parent meetings
- Community Health Van
- Parent Planning Club
- 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:

2023-24 Opportunities for Parental Involvement

- School Site Council (SSC)
- English Language Advisory Council (ELAC)
- Parent Planning Club
- Padres en Acción
- 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, Teacher on Special Assignment (TOSA), or Family and Community Engagement Liaison 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:

- Parent Square Messaging Program
- Email Blasts
- School website
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	528	107	20.3
Female	273	271	59	21.8
Male	263	256	48	18.8
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	2	1	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	523	515	103	20.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	2	2	1	50.0
White	4	4	2	50.0
English Learners	358	354	74	20.9
Foster Youth	3	3	2	66.7
Homeless	36	34	6	17.6
Socioeconomically Disadvantaged	492	484	98	20.2
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	94	94	29	30.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.17	0.56	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0
Female	0.37	0
Male	0.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.19	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	2.78	0
Socioeconomically Disadvantaged	0.61	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.06	0

2023-24 School Safety Plan

Safety Plan Approval Date: Feb. 27, 2023

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).

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	22		4	
2	25		4	
3	29		4	
4	27		4	
5	30		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	7		
1	11	8		
2	12	6	1	
3	18	1	4	
4	12	7	2	
5	14	4	4	
Other	8	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	1	0
1	10	6	0	0
2	20	3	1	0
3	14	5	1	0
4	22	0	4	0
5	16	2	4	0
6	0	0	0	0
Other	8	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	169.67

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,857	$4,371	$8,486	$116,725
District	N/A	N/A	$8,610	$98,288
Percent Difference - School Site and District	N/A	N/A	-18.3	1.7
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	8.4	16.8

Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,168	$55,550
Mid-Range Teacher Salary	$94,508	$80,703
Highest Teacher Salary	$122,396	$109,418
Average Principal Salary (Elementary)	$155,452	$137,703
Average Principal Salary (Middle)	$152,508	$143,760
Average Principal Salary (High)	$167,818	$159,021
Superintendent Salary	$350,000	$319,443
Percent of Budget for Teacher Salaries	34.87%	30.35%
Percent of Budget for Administrative Salaries	4.04%	4.87%

Professional Development

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned with the California Common Core State Standards and Frameworks. Staff development concentrations are identified and selected based on 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 the 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. All staff members have participated in various Benchmark Advance ELA/ELD professional development sessions. Staff training topics included the implementation of Benchmark Advance, Thinking Maps, i-Ready, ELD, Differentiated Instruction with Foundational Skills, and Writing. Second-fifth grade have attended or will attend the AVID Conference or Foundations professional development. Second through fifth-grade teachers are committed to implementing AVID for all.

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 ongoing 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 occur 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 and Math.

District ELA and Early Literacy Curriculum Specialists support Garfield Elementary teachers. Teachers are supported in mathematics by our partnership with the i-Ready and District curriculum specialists. Teachers needing additional support are assisted by our Teacher on Special Assignment (TOSA), Future-Ready Instructional Coach, Behavioral Specialists, Student Support Services specialists, school-based counselors, district restorative practice specialists, and district social workers.

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

To support veteran teachers and new teachers in 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, called 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 with 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	12