



James A. Garfield Elementary School

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

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

2015-16 School Accountability Report Card Published During the 2016-17 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 meeting 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 compromised of Cognitively Guided Instruction and the 8 mathematical practices to ensure all student are algebra ready. QTEL strategies are used in conjunction with the ELA/ELD Framework to accelerate English Language Development and learning towards the goal of all EL students to be reclassified as RFEP within 5 years. Garfield is in the early stages of implementing AVID as a system to prepare 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, ADEPT, CELDT, Extended Response, and our District Writing Proficiency, and SBAC). These assessments and student artifacts are used to provide responsive instruction to maximize learning.

Garfield is "Raising the Roof with STEAM!" 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 Foster Science Grant and 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. Gators are taught to be safe, respectful, and responsible through the implementation of the PBIS framework. We are dedicated to developing a Growth Mindset and self discipline 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 Common Core Standards and 21st Century Skills.

District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 56,000 students in grades K-12, residing in the city of Santa Ana. As of 2015-16, SAUSD operates 37 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 91% enrolled in the Free or Reduced Price Meal program, 60% qualifying for English language learner support, and approximately 12% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990. Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	0
Filipino	0
Hispanic or Latino	98.6
Native Hawaiian or Pacific Islander	0
White	0.4
Two or More Races	0.1
Socioeconomically Disadvantaged	96.6
English Learners	73.7
Students with Disabilities	9.2
Foster Youth	1.6

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	172
Grade 1	99
Grade 2	120
Grade 3	129
Grade 4	120
Grade 5	132
Total Enrollment	772

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
James A. Garfield Elementary School	14-15	15-16	16-17
With Full Credential	30	30	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	2140
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
James A. Garfield Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 11, 2016, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 16/17-3135 which certifies as required by Education Code §60119 that for the 2016-2017 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials Year and month in which data were collected: October 11, 2016

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian 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: 6/28/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			K-2: Restroom faucet needs replacing w/o: 263043
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/28/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	22	20	22	44	40	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.7	14.7	10.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	12	23	27	31	44	48
Math	15	21	22	25	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	131	131	100.0	22.1
Male	57	57	100.0	22.8
Female	74	74	100.0	21.6
Hispanic or Latino	131	131	100.0	22.1
Socioeconomically Disadvantaged	130	130	100.0	21.5
English Learners	73	73	100.0	11.0
Students with Disabilities	15	15	100.0	53.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	126	126	100.0	24.6
	4	122	121	99.2	17.4
	5	131	130	99.2	25.4
Male	3	62	62	100.0	22.6
	4	70	69	98.6	23.2
	5	57	57	100.0	15.8
Female	3	64	64	100.0	26.6
	4	52	52	100.0	9.6
	5	74	73	98.7	32.9
Hispanic or Latino	3	125	125	100.0	24.8
	4	120	119	99.2	17.6
	5	131	130	99.2	25.4
Socioeconomically Disadvantaged	3	124	124	100.0	24.2
	4	119	118	99.2	17.8
	5	130	129	99.2	24.8
English Learners	3	87	87	100.0	9.2
	4	81	80	98.8	6.3
	5	73	72	98.6	1.4
Students with Disabilities	3	15	15	100.0	13.3
	4	22	22	100.0	9.1
	5	15	15	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	125	125	100.0	34.4
	4	122	121	99.2	15.7
	5	131	130	99.2	12.3
Male	3	61	61	100.0	37.7
	4	70	69	98.6	23.2
	5	57	56	98.3	8.9

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	64	64	100.0	31.3
	4	52	52	100.0	5.8
	5	74	74	100.0	14.9
Hispanic or Latino	3	124	124	100.0	33.9
	4	120	119	99.2	15.1
	5	131	130	99.2	12.3
Socioeconomically Disadvantaged	3	124	124	100.0	33.9
	4	119	118	99.2	16.1
	5	130	129	99.2	11.6
English Learners	3	86	86	100.0	19.8
	4	81	80	98.8	7.5
	5	73	72	98.6	
Students with Disabilities	3	15	15	100.0	20.0
	4	22	22	100.0	13.6
	5	15	15	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to get involved in Garfield Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help 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 4th and 5th grade parents
- 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

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

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

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

- ParentLINK Computerized Phone System
- Email 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 School Climate State Priority (Priority 6):

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

School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2015-2016 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	1.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.3	3.5	3.0
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

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	.40
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	.72
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	27	27				5	5	5			
1	27	27	27				3	4	4			
2	27	25	25				5	5	5			
3	28	24	24				5	5	5			
4	27	28	28				4	5	5			
5	30	28	28				4	4	4			
Other	29						1					

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 2015-16 school year, our school sponsored two and a half days of staff development. Staff training topics included: Implementation of California Common Core State Standards (CCSS) with Academic Language and Vocabulary Module, Multi-Tier Systems of Support (MTSS) with differentiation in Foundational Skills, Positive Behavioral Interventions and Supports (PBIS), Cognitively Guided Instruction in math (CGI), 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, K-1st grade Reading Academy, Fifth and Third Grade IMP training, and CCSS Unit of Study and writing training. During the 2015-16 school year, district training opportunities focused on the following:

At the elementary level -

- Technology Integration
- California Common Core State Standards Implementation
- Academic Language and Vocabulary Module
- Gifted and Talented Education
- Multi-Tier Systems of Support-Academic and Behavior
- Special Education Support
- Data Analysis and Using Data to Drive Instruction with MAP, DIBELS, Writing, and Extended Response Scoring
- Thinking Maps and Writing
- Write from the Beginning
- Extended Response Benchmark Assessments in Language Arts and Math
- Cognitively Guided Instruction in Mathematics (CGI) and 8 Mathematical Practices
- Google Drive 3rd-5th
- myON Reading

Garfield Elementary teachers are supported by district ELA and Early Literacy Curriculum Specialists. Through our Target Grant with the OCDE, TK-3 staff is supported by the County ELA Coordinator through after school workshops and demonstration lessons. Teachers are supported in mathematics by our partnership with OCDE Irvine Math Project and our CGI Coach. Teachers in need of additional support are assisted by our TOSA and Behavioral Specialists.

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,618	\$45,092
Mid-Range Teacher Salary	\$77,227	\$71,627
Highest Teacher Salary	\$100,016	\$93,288
Average Principal Salary (ES)	\$123,500	\$115,631
Average Principal Salary (MS)	\$125,613	\$120,915
Average Principal Salary (HS)	\$139,614	\$132,029
Superintendent Salary	\$313,500	\$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
Administrative Salaries	4%	5%

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

Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project – UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor’s CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

DataQuest

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

Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,979	\$696	\$5,282	\$87,678
District	♦	♦	\$3,423.06	\$82,966
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			54.3	5.7
Percent Difference: School Site/ State			-7.0	15.6

* Cells with ♦ do not require data.