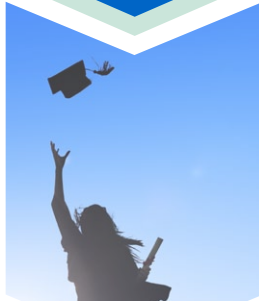
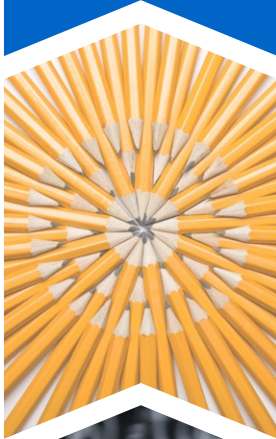


# SARC

2015-16  
School Accountability  
Report Card  
Published in 2016-17



## Special Education Center

Chad Ouelette  
Principal  
couelette@ggusd.us

11802 Loara Street  
Garden Grove, CA 92840

Grades: K-12 and adult transition  
Phone: (714) 663-6050  
<http://marktwain.ggusd.us>

CDS Code: 30-66522-6028633

To view the SARC in Spanish or  
Vietnamese, please visit:  
[www.ggusd.us](http://www.ggusd.us)

# Garden Grove USD



### School Description

The Special Education Center at Mark Twain serves moderate to severe special education students ages 4-22. It is one of the nearly 70 schools in the Garden Grove Unified School District and serves students from the cities of Garden Grove, Anaheim, Fountain Valley, Stanton, Westminster and Santa Ana.

The Special Education Center is a specifically designed school. There are eight self-contained classrooms with program emphasis on developing functional domains of adaptive daily living skills and vocational, communication, recreation and leisure, gross and fine-motor, pre-academic, social, and behavioral skills. Students have the opportunity to participate in specially designed music, physical and recreational activities; fine arts; and various community-based experiences. Special Education Center students have opportunities to interact with their age-appropriate peers during community-based outings and visits to local school sites.

### Parental Involvement

There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees.

Parents at the school participate in activities such as the School Site Council, Parent Groups and the Community Advisory Committee. Parents at the Special Education Center also participate in schoolwide activities, volunteer in individual classrooms, help with fundraisers, donate items for special events, recruit community agencies, contribute to the school library, and chaperone a variety of individual and all-school field trips.

For more information on how to become involved at the school, please contact Chad Ouelette, Principal, at (714) 663-6486.

### Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. Access to the Internet at libraries is generally provided on a first-come, first-served basis. Other use restrictions 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.

See below for library contact information for your community.

<b>Orange County Public Library</b> Tel: (714) 566-3000 www.ocpl.org	<b>Anaheim Public Library</b> Tel: (714) 765-1880 www.anaheim.net/library	<b>Santa Ana Public Library</b> Tel: (714) 647-5250 www.santa-ana.org/library
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The Orange County Public Library serves the cities of Cypress, Fountain Valley, Westminster, Garden Grove and Stanton within the GGUSD.

### Professional Development

GGUSD's professional-development program centers on research-based effective instruction with embedded strategies to scaffold and differentiate for diverse learners. Teachers are supported in their implementation of effective instruction through extensive training and targeted in-class support. The use of student-achievement data also assists in providing clear goals and expectations for planning in-services for teachers and para-professionals.

Intensive workshops are conducted in late August and early September during the two weeks before school starts to provide teachers with new knowledge and enhanced skills for the upcoming school year, with an emphasis on the new math textbook adoption. Staff-development opportunities are also offered after school and by release time throughout the school year to provide in-class demonstrations as well as opportunities to understand the standards and curriculum for math content. While during the 2014-15 school year, at least five days before the school year and at least one day during the school year were dedicated to staff and professional development, we offered additional training days during the 2015-16 school year to support teachers through the implementation of new standards aligned curriculum in the area of math. Due to changes to the school calendar, only four days were able to be offered during the 2016-17 school year. Along with these in-service opportunities, one non-student day is set aside each year for staff development for all high school teachers in the district.

New teachers are provided an extensive new teacher training program. Classroom management, the district's base program, report cards, parent-teacher conferences and research-based strategy instruction are just a few of the subjects of training for new teachers.

Professional Development Days		Three-Year Data	
	2014-15	2015-16	2016-17
<b>Special Education Center</b>	At least five days before the school year and one day during the school year	At least six days before the school year and three days during the school year	At least four days before the school year and one day during the school year



### School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

### Garden Grove Unified School District Mission Statement

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

### Garden Grove Unified School District Vision Statement

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

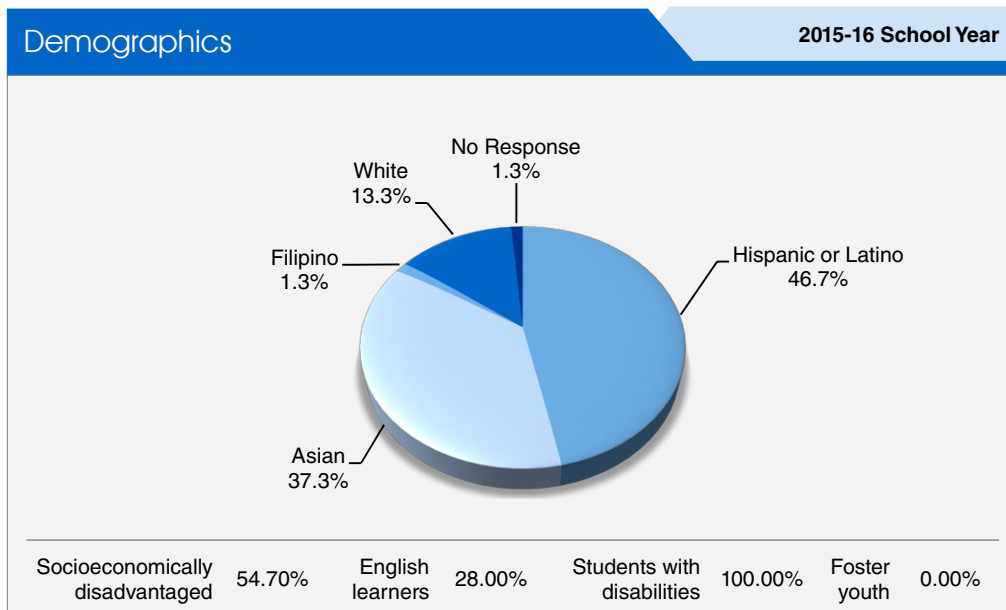


### Note

Due to the specialized nature of instruction at Special Education Center, there is no data to report on the California Physical Fitness test, career technical education programs, and advanced placement courses. For more information, please visit [www.ggusd.us](http://www.ggusd.us) or the school.

### Enrollment by Student Group

The total enrollment at the school was 75 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



### Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2016-17 School Year	
	Special Education Center	Garden Grove USD
<b>Program Improvement status</b>	Not Title I	In PI
<b>First year of Program Improvement</b>	◇	2008-2009
<b>Year in Program Improvement</b>	◇	Year 3
<b>Number of schools currently in Program Improvement</b>		48
<b>Percentage of schools currently in Program Improvement</b>		84.20%

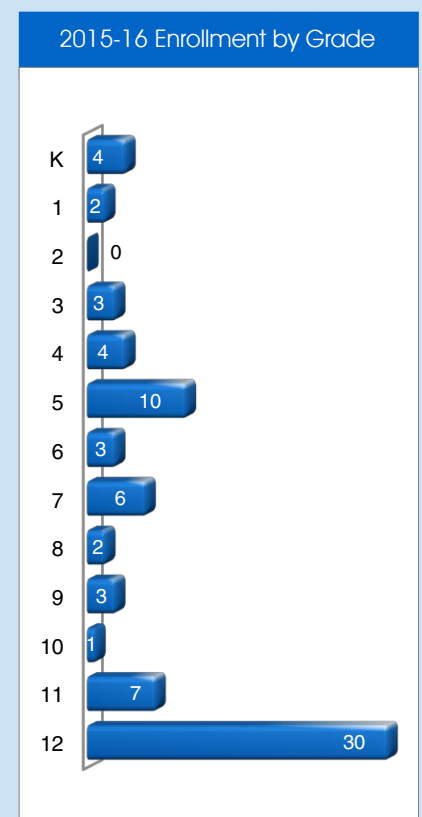
◇ Not applicable. The school is not in Program Improvement.

### Class Size Distribution

Three-year data class size information is not available.

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



### School Leadership and School Personnel

School leadership and overall operations are provided by the principal, Special Day Class teachers, instructional and special-education assistants, and office staff.

In addition to administrators, teachers and classified staff, specially trained support personnel are also available to students. They include:

- Program supervisor
- Music teacher
- Vision specialist
- Psychologist
- Orientation and mobility teacher
- Speech and language pathologist
- Nurse
- Rhythm and recreation (Adapted Physical Education staff)



### CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Special Education Center			Garden Grove USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	❖	❖	38%	65%	63%	62%	60%	56%	54%

### CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	16	13	81.25%	38.46%	
Male	❖	❖	❖	❖	
Female	11	9	81.82%	44.44%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	❖	❖	❖	❖	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	❖	❖	❖	❖	
English learners	❖	❖	❖	❖	
Students with disabilities	16	13	81.25%	38.46%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

### CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Special Education Center		Garden Grove USD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	❖	❖	49%	54%	44%	48%
Mathematics	❖	❖	39%	45%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



### CAASPP by Student Group: English Language Arts/Literacy and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).





## Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit [www.cde.ca.gov/ci/gc/hs/hsggrmin.asp](http://www.cde.ca.gov/ci/gc/hs/hsggrmin.asp) or [www.cde.ca.gov/ci/gc/hs/cefhsggradreq.asp](http://www.cde.ca.gov/ci/gc/hs/cefhsggradreq.asp).

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Special Education Center	Garden Grove USD	California
All students	❖	90.31%	85.66%
Black or African-American	❖	69.70%	76.88%
American Indian or Alaska Native	❖	175.00%	74.87%
Asian	❖	91.79%	92.78%
Filipino	❖	63.93%	96.80%
Hispanic or Latino	❖	92.55%	84.49%
Native Hawaiian or Pacific Islander	❖	92.31%	84.88%
White	❖	80.04%	87.23%
Two or more races	❖	166.67%	91.36%
Socioeconomically disadvantaged	❖	86.66%	76.61%
English learners	❖	73.20%	50.90%
Students with disabilities	❖	70.60%	68.38%
Foster youth	❖	❖	❖

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Special Education Center	❖	❖	❖	❖	❖	❖
Garden Grove USD	89.22%	89.70%	91.78%	9.10%	8.00%	6.20%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Special Education Center	
2014-15 and 2015-16 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%



## School Safety

Maintaining a safe and orderly environment is essential to learning. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access at the Special Education Center is monitored by the principal, certificated and classified instructional staff, main office personnel, and maintenance and custodial care employees.

All schools operate employee safety committees and maintain comprehensive school safety plans that are reviewed and updated annually at the beginning of the school year. It was most recently updated and reviewed with school staff in September 2016. The safety plans include such elements as emergency plans and procedures, Department of Homeland Security alert precautions, school rules and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety procedures are distributed to all students and parents at the beginning of the school year. Fire drills are conducted monthly at each elementary school, no fewer than four times per year at each intermediate school and at least twice a year at each high school. Drop drills are held quarterly at each elementary school and at least once each semester at intermediate and high schools. All schools conduct one lockdown exercise each year.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Special Education Center	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	
Science laboratory equipment	0%	

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	8/9/2016	

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Special Education Center			Garden Grove USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspension rates	0.0%	0.0%	0.0%	3.0%	2.2%	3.5%	4.4%	3.8%	3.7%
Expulsion rates	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%

## Textbooks and Instructional Materials

The Special Education Center has instructional supplies and equipment especially designed to meet the needs of students with severe impairments: e.g., vision, deaf-blind, intellectual disabilities and severe health and orthopedic disabilities. Computers and other equipment are adapted to allow equal access to all students.

The specially designed curriculum incorporates resources from the school library; teacher-made materials; modified textbook materials and the use of online educational programs. Classroom staff modifies age and grade-level themed materials and infuse it into each classroom's functional-skills program activities. English language development material is available for English learner students.

## School Programs

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- California Children's Services
- Regional Center of Orange County
- Special Education
- Mobility Opportunities Via Education (MOVE Program)
- Extended School Year Programs for Special Education

The GGUSD strives to ensure all students have equal access to a quality, standards-based educational program. Parents at the Special Education Center are involved in decision-making through annual Individualized Education Plan (IEP) meetings and the School Site Council. School staff is additionally involved in decision-making through surveys, staff-development programs, staff meetings and various school committees.

For a comprehensive profile of individual student performance, Individualized Education Program (IEP) benchmark results are combined with other achievement measures, including teacher-made tests, observation and class participation. Progress reports are sent home quarterly with the annual IEP meetings constituting the parent conference as well as documenting the final yearly report of student progress.



### School Facility Good Repair Status

The table summarizes the findings of the most recent inspection of the school to determine the condition of the grounds, buildings, and restrooms. A form known as the Facilities Inspection Tool (FIT) is used to document whether the inspection elements listed in the table below are determined to be in "good repair" at the school. Additional information about the condition of the school's facilities may be obtained by speaking with the principal.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			8/6/2016
Date of the most recent completion of the inspection form			8/6/2016

### School Facilities

GGUSD continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site-improvement projects are approved annually as needed. Graffiti-removal personnel help to keep schools free from graffiti.

The Garden Grove Unified School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner. Several schools have planted individual gardens, allowed sponsored projects by both the PTA and the Eagle Scout program with the Boys Scouts of America, to enhance our campuses throughout the district.

The Special Education Center was built in 1956. The school has 14 permanent classrooms in use on the campus. The school also has a multipurpose room and staff lounge. The Special Education Center at Mark Twain is in the final stages of the modernization process. Emphasis on cleanliness, safety and function of the school site is evident. The doorways have all been made Americans with Disabilities Act (ADA) compliant, the flooring is an antimicrobial surface that runs 3 feet up the walls, and the HVAC system has been completely replaced along with all of the plumbing and electrical systems. All of the concrete has been replaced with ADA compliant walking paths and ramps. All of the windows have been replaced with energy-efficient materials, and the school has been completely repainted.

In June 2010, GGUSD voters approved Measure A, authorizing \$250 million in general obligation bonds and enabling the district to qualify for as much as \$200 million in matching state school bond funds for large-scale infrastructure repair, improvement and modernization projects. As an added funding bonus, \$47 million in supplemental school-improvement grants were secured, increasing the total projected Measure A budget to \$503 million over the seven to eight years required for the completion of all bond-financed projects.

Bond proceeds, combined with state matching funds, are financing such wide-ranging school improvements as renovating electrical circuitry, plumbing, lighting, roofing, intercom and fire-safety systems; improving energy efficiency; replacing doors, windows, and outdated heating and ventilation systems; updating playground safety matting; upgrading telecommunications systems to accommodate current technology; replacing restroom plumbing, tile, and fixtures; retrofitting schools for better accessibility for the disabled; burying new underground conduits for technology growth; installing new classroom carpeting; repainting school interiors and exteriors; and new underground natural gas piping.

*Continued on sidebar*

### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

### School Facilities

*Continued from left*

Modernization currently has 54 schools completed, seven underway and four remaining. Throughout the district, modernization projects are on-time and on budget. Using one-time funds over the summer air-conditioning was added to four elementary schools. With existing one-time funds, air-conditioning is included in the projects currently underway at two elementary schools and five intermediate schools. At the completion of modernization 25 elementary schools require air-conditioning. The modernization budget for these 25 schools include adding the architectural preparation component of air-conditioning work to move them closer to having A/C.

We appreciate your patience as we work to ensure that all of our schools remain successful and comfortable places to learn and work.



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Garden Grove USD	Special Education Center		
Teachers	16-17	14-15	15-16	16-17
<b>With a full credential</b>	1,897	8	8	8
<b>Without a full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	113	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Special Education Center		
Teachers	14-15	15-16	16-17
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Special Education Center</b>	◇	◇
<b>All schools in district</b>	94.66%	5.34%
<b>High-poverty schools in district</b>	94.72%	5.28%
<b>Low-poverty schools in district</b>	94.17%	5.83%

◇ Information is not available at this time.



## School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

School Support Staff Data	
2015-16 School Year	
<b>Academic Counselors</b>	
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Social worker</b>	0.00
<b>Health assistant</b>	0.00
<b>Resource specialist (nonteaching)</b>	0.00
<b>Psychologist</b> <i>Available as needed</i>	
<b>Nurse</b> <i>Available as needed</i>	
<b>Speech/language/hearing specialist</b> <i>Available as needed</i>	

## Academic Counselors

Academic Counselors	
2014-15 School Year	
FTE*	Average number of students per academic counselor
0.00	n/a
<b>Counselor (Social/Behavioral or Career Development)</b>	
**	n/a

\* FTE = full-time equivalent. All students at the school have access to the services and support of an academic counselor.

\*\* Social/behavioral counseling services provided by school psychologists, and career development counseling services provided by school academic counselors.





## Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	Garden Grove USD	Similar Sized District
Beginning teacher salary	\$53,207	\$45,092
Midrange teacher salary	\$86,117	\$71,627
Highest teacher salary	\$103,935	\$93,288
Average elementary school principal salary	\$124,460	\$115,631
Average middle school principal salary	\$131,474	\$120,915
Average high school principal salary	\$146,917	\$132,029
Superintendent salary	\$264,974	\$249,537
Teacher salaries: percentage of budget	40%	37%
Administrative salaries: percentage of budget	4%	5%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Special Education Center	\$9,241	\$92,749
Garden Grove USD	\$6,757	\$89,105
California	\$5,677	\$75,837
School and district: percentage difference	+36.8%	+4.1%
School and California: percentage difference	+62.8%	+22.3%

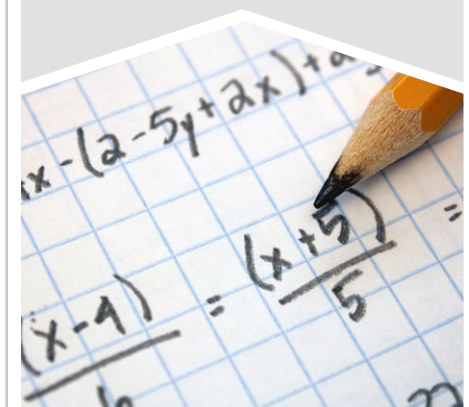
## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$16,661
Expenditures per pupil from restricted sources	\$7,421
Expenditures per pupil from unrestricted sources	\$9,241
Annual average teacher salary	\$92,749

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.