



Garden Grove Unified School District

# GARDEN PARK ELEMENTARY SCHOOL

## 2010-2011 School Accountability Report Card

6562 Stanford Avenue  
Garden Grove, CA 92845  
**Phone:** (714) 663-6074  
**Website:** www.ggusd.us

**Gary M. Gerstner,**  
Principal  
**Laura Schwalm, Ph.D.,**  
Superintendent

### School Description

Garden Park Elementary School consists of grades K-6; it is one of 70 schools in the GGUSD and serves students from the city of Garden Grove. However, we do have a number of students who live in neighboring cities who have chosen Garden Park Elementary School as their home school. Some of those cities our students travel from to attend Garden Park Elementary School are: Stanton, Westminster, Orange, Cypress, Anaheim, and Huntington Beach.

### 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 such activities as volunteering in the classroom, Back-to-School Night, Open House, Winter and Spring concerts, awards assemblies, the School Site Council, parent-teacher conferences, the PTA, Kindergarten Orientation, Grandparents' Day, Muffins with Moms, Doughnuts with Dad, Talent Show, fundraisers, Parent Education nights, and Family Fun nights. Please contact the school principal at (714) 663-6074 for specific information regarding such activities.

### School Leadership and Support Personnel

Strong leadership is essential in a quality school, and is provided at Garden Park Elementary School by Gary M. Gerstner, the principal, a professional educator for 20 years. He was appointed principal of Garden Park Elementary School in 2007.

The school's leadership team is composed of the school principal and teachers. Among its responsibilities, the leadership team advises on academic and extra-curricular programs.

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

- Community Outreach Specialist
- Vocal Music Teacher
- Instructional Aides
- Instrumental Music Teacher
- Library Media Technician
- Psychologist
- Library Media Technician
- Part-Time Categorical Teacher
- Adapted P.E. Teacher
- Resource Specialist Teacher
- Special Day Class Teacher
- Speech and Language Pathologist
- Straight Talk Counselor
- Nurse/Health Assistant
- Noon Duty Supervisors

### Our Mission

The Board of Education of the Garden Grove Unified School District is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students will participate in a comprehensive curriculum designed to achieve the identified goals.

### Our Goal

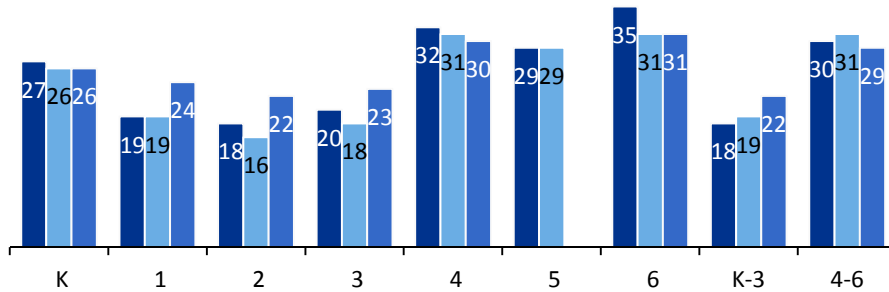
It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects and achieve proficiency in the use of the English language. These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.



**Class Size**

07-08 08-09 09-10

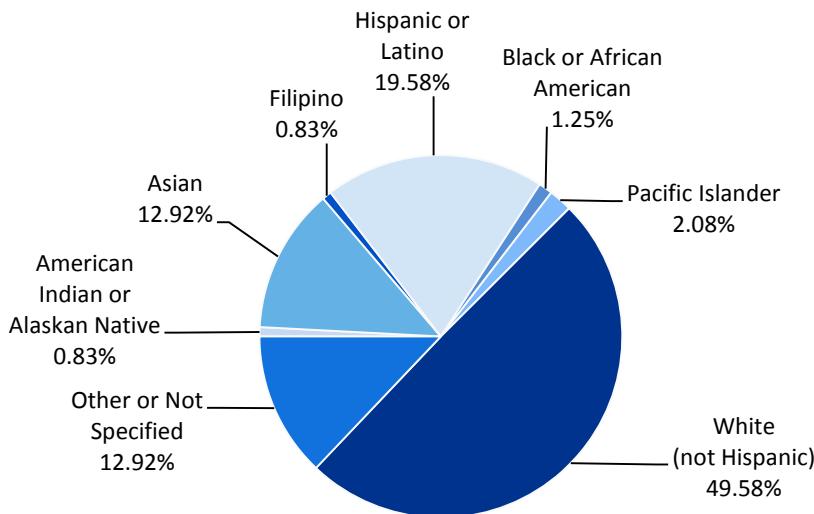
The three-year data for average class size is displayed below.



**Class Size Distribution — Number of Classrooms By Size**

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			1			1	
1	1			3				1	
2	1			2				1	
3	1			1				1	
4		1			1			1	
5		1			1				
6			1		1			1	
K-3	3			2				2	
4-6		1			1			2	

**Enrollment and Demographics**



\* School data reported October 1, 2010.

**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 is monitored by administrators, teachers, and other school staff.

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. The safety plans include such elements as emergency plans and procedures, 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, not fewer than four times per year at each intermediate school, and not fewer than 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 lock-down exercise each year.

**Enrollment and Demographics**

The total enrollment at the school is 240 students for the 2010-11 school year.\*

### School Facility Good Repair Status (2010-11)

The table below 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			
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			Good
Most Recent School Inspection and FIT Completion Date			August 11, 2010

### School Facilities

The GGUSD prides itself on maintaining quality facilities conducive to teaching and learning. School custodial and district maintenance staff operate an inspection system to ensure all sites are clean, safe, well maintained, and in good repair. All classrooms, playground areas, and working space for 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. A district graffiti removal team helps to keep schools looking attractive.

Garden Park Elementary School first opened in 1962. The school has 12 permanent classrooms in use on the campus. The school also has a library, technology lab, multi-purpose room, and a teachers' lounge.

In June 2010, GGUSD voters approved Measure A, authorizing \$250 million in general obligation bonds and enabling the GGUSD to qualify for as much as \$200 million in matching state school bond funds for large-scale infrastructure repair, improvement, and modernization projects.

Bond proceeds, coupled with state matching funds, will help finance such major 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 and drinking fountain fixtures; and retrofitting schools for better accessibility for the disabled.

Bond funds will be kept and monitored by the Orange County Treasurer, and will be subject to scrutiny by the citizen's oversight committee, with annual independent audits open for public inspection.

### School Facility Items Inspected

The following is a list of items inspected.

- **Systems:** gas systems and pipes, mechanical systems (heating, ventilation, and air conditioning), sewer
- **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/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



### Quality, Currency, and Availability of Textbooks and Instructional Materials

Below are current core subject textbooks used at the school and the year adopted.

Textbooks and Instructional Materials List

Subject	Adopted	Most Recent State Board of Education or Local Governing Board Approved
Reading/Language Arts	2002-03	Yes**
Math	2000-01	No*
History/Social Science	2007-08	Yes
Science	2007-08	Yes
Visual/Performing Arts	1998-99	---
Health (Positive Action, Life Skills)	2004-05	---

\* The Omnibus Education Trailer Bill to the 2009 Budget Act suspends the requirements to purchase newly adopted instructional materials until 2013-14 and delays the instructional materials adoption cycle for the same period.

\*\* New English/Language Arts teacher materials for K-6 were adopted in 2009-10.

**Note:** This data collected and verified by the district in September 2010.

### California Physical Fitness Test

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. Please note the state Department of Education was unable to provide the physical fitness testing results for the 2009-10 school year at the time of publication of this report. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, can be found at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Quality, Currency, and Availability of Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English-language arts, mathematics, history-social science, health, foreign language, visual-performing arts and science have been adopted from those approved by the state Board of Education. The Garden Grove Unified School District Board of Education has adopted district 9-12 textbooks in the subjects listed above. K-12 textbooks for mathematics, history-social science, science, English-language arts including reading, and foreign language are aligned with state adopted content standards and state or national frameworks following the state adoption schedule. Health will be adopted at the K-6 level when the state standards have been adopted by the state Board of Education.

All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.



## Standardized Testing and Reporting Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	62%	69%	67%	48%	51%	53%	46%	50%	52%
Mathematics	65%	75%	77%	47%	51%	56%	43%	46%	48%
Science	80%	53%	66%	52%	56%	59%	46%	50%	54%

## STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	53%	56%	59%
All Students at the School	67%	77%	66%
Male	64%	77%	55%
Female	71%	77%	72%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	51%	62%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	70%	79%	67%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	32%	50%	❖
English Learners	❖	❖	❖
Students with Disabilities	50%	50%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ 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.

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

## Suspensions and Expulsions

The table below displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

Suspension and Expulsion Rates						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
<b>Suspension Rate</b>	0.008	0.007	0.019	0.031	0.050	0.034
<b>Expulsion Rate</b>	0.000	0.000	0.000	0.0000	0.0001	0.0001

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in 10 categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." For more information, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap).

API Ranks — Three Year Comparison			
	06-07	07-08	08-09
<b>Statewide API Rank</b>	8	8	8
<b>Similar Schools API Rank</b>	3	4	5

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
<b>All Students at the School</b>	8	21	8
<b>Black or African American</b>	■	■	■
<b>American Indian or Alaska Native</b>	■	■	■
<b>Asian</b>	■	■	■
<b>Filipino</b>	■	■	■
<b>Hispanic or Latino</b>	■	■	■
<b>Native Hawaiian or Pacific Islander</b>	■	■	■
<b>White</b>	2	23	23
<b>Two or More Races</b>	■	■	■
<b>Socioeconomically Disadvantaged</b>	■	■	■
<b>English Learners</b>	■	■	■
<b>Students with Disabilities</b>	■	■	■

■ Data are reported only for numerically significant groups.

## 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.

### Anaheim Public Library

Tel: (714) 765-1880  
Internet: [www2.anaheim.net/custom.cfm?name=welcome\\_library.cfm](http://www2.anaheim.net/custom.cfm?name=welcome_library.cfm)

### Orange County Public Library

Tel: (714) 566-3000  
Internet: [www.ocpl.org](http://www.ocpl.org)

Serving the following cities within the GGUSD:

- Cypress
- Garden Grove
- Fountain Valley
- Stanton
- Westminster

### Santa Ana Public Library

Tel: (714) 647-5250  
Internet: [www.ci.santa-ana.ca.us/library/](http://www.ci.santa-ana.ca.us/library/)



### API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API Comparison		
	School	District	State
All Students	873	802	767
Black or African American	■	786	686
American Indian or Alaska Native	■	■	728
Asian	■	898	890
Filipino	■	879	851
Hispanic or Latino	■	735	715
Native Hawaiian or Pacific Islander	■	764	753
White	887	842	838
Two or More Races	■	760	807
Socioeconomically Disadvantaged	■	774	712
English Learners	■	761	692
Students with Disabilities	■	616	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Federal Intervention Program

Federal Intervention Program		
	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2008-2009
Year in Program Improvement	◇	Year 3
Number of Schools Identified for Program Improvement		31
Percentage of Schools Identified for Program Improvement		46.3%

◇ Not applicable. This school is not a Program Improvement School.

### Professional Development

The professional development program of the GGUSD focuses on research-based strategy 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 inservices for teachers and paraprofessionals.

Five consecutive days of intensive workshops are conducted in late August to provide teachers with new knowledge and enhanced skills for the upcoming school year, while staff development opportunities are offered after school and by release time throughout the school year. Training in district curriculum, technology, and research-based strategy instruction are continuously offered. Along with these inservice opportunities, one non-student day is set aside each year for staff development involving all high school teachers in the district.

New teachers are provided an extensive BTSA-Induction 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.

### Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they are unable to reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). The level of intervention increases with each additional year a school fails to meet the AYP target. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	School		District	
<b>Met Overall AYP</b>	Yes		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	Yes
<b>API</b>	Yes		Yes	

## Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percentage of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate (for high schools)

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## School Programs and Instruction

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

- GATE
- Programs for English Language Learners
  - ▶ Economic Impact Aid/State Compensatory Education
  - ▶ English Language Acquisition Programs
  - ▶ Title III
- Special Education
- EETT School Technology Grant
- Extended Day and Year Programs:
  - ▶ After School Intervention Classes
  - ▶ After School English Language Development Classes
  - ▶ Summer School and Summer Academies
- K-6 Pathways Program

The GGUSD strives to ensure all students have equal access to a quality, standards-based educational program. School staff and parents in the district are involved in decision-making through such organizations as school site councils, parent-teacher organizations, the district English Learner Advisory Committee, grade level or department chair meetings, and other parent or school advisory committees. At the high schools, parents and staff also participate in various booster clubs.

For a comprehensive profile of individual student performance, California Standards Tests and district benchmark assessment results are combined with other achievement measures including teacher and publisher-made tests, homework, writing assignments, portfolios, classroom observation, special projects and reports, and class participation. The CELDT (California English Language Development Test) is given to all English Learners.

Report cards are sent home three times a year in GGUSD elementary schools and progress reports are sent home each trimester, as appropriate. Elementary schools schedule parent conferences twice a year.

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10)

No Child Left Behind Compliant Teachers		
	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>School</b>	100%	0.0%
<b>All Schools in District</b>	97.4%	2.6%
<b>High-Poverty Schools in District</b>	97.1%	2.9%
<b>Low-Poverty Schools in District</b>	97.3%	2.7%

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

### Teacher Qualifications

The table below displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the California Department of Education's website at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	District	School		
	09-10	07-08	08-09	09-10
<b>Teachers</b>				
<b>With Full Credential</b>	1,911	12	14	10
<b>Without Full Credential</b>	16	0	0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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) at the school. Total teacher misassignments include the number of misassignments of teachers of English learners.

Teacher Misassignments and Vacant Teacher Positions			
	School		
	08-09	09-10	10-11
<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 No Child Left Behind Compliant Teachers (2009-10)

This table displays the percentage of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the California Department of Education's website at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

## 2008-09 District Financial Information

District Salary Information		
Range	District	State Average for Similar Sized Districts
Beginning Teacher Salary	\$49,211	\$42,377
Mid-Range Teacher Salary	\$79,650	\$67,667
Highest Teacher Salary	\$96,130	\$87,102
Average Principal Salary (Elementary School)	\$111,975	\$108,894
Average Principal Salary (Middle School)	\$120,194	\$113,713
Average Principal Salary (High School)	\$136,250	\$124,531
Superintendent Salary	\$255,104	\$223,323
Teacher Salaries — Percentage of Budget	42.80%	40.20%
Administrative Salaries — Percentage of Budget	4.30%	5.50%

## 2008-09 District Financial Information

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.

## Financial Information

The financial information displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

## 2008-09 School Financial Information

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

School Financial Information	
	School
Total Expenditures Per Student	\$8,197
Expenditures Per Student From Restricted Sources	\$1,916
Expenditures Per Student From Unrestricted Sources	\$6,281
Annual Average Teacher Salary	\$78,066

## 2008-09 Financial Information Comparison

The following table displays the school's per student expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state information.

Financial Information Comparison		
	Expenditures Per Student From Unrestricted Sources	Annual Average Teacher Salary
School	\$6,281	\$78,066
District	\$5,702	\$78,330
California	\$5,681	\$68,179
School and District — Percent Difference	+9.22%	-0.34%
School and California — Percent Difference	+9.55%	+12.66%

**SARC:** For additional information on facts about California schools and districts, 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*.

All information accurate as of January 2011.