

GGUSD Adult Transition Program

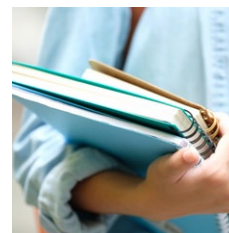
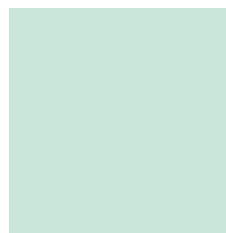
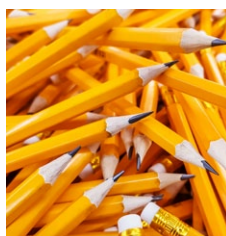
Grades Adult Transition Program 18-22 years of age
CDS Code 30-66522-6104129

Tricia Chinn
Principal
tchinn@ggusd.us

9915 Woodbury Avenue
Garden Grove, CA 92844
(714) 663-6486

<http://jslc.ggusd.us>

To view the SARC in Spanish or Vietnamese, visit www.ggusd.us



Garden Grove Unified School District

10331 Stanford Avenue Garden Grove, CA 92840 ▪ www.ggusd.us
Gabriela Mafi, Ed.D., Superintendent ▪ gmafi@ggusd.us ▪ (714) 663-6000



School Description

The Adult Transition Program serves students who have earned a Certificate of Attendance from their high school. Students will attend the program from ages 18-22. The Garden Grove Unified School District Adult Transition Program serves students who reside in Garden Grove, Anaheim, Stanton, Cypress, Westminster, Fountain Valley and Santa Ana.

The Adult Transition Program is designed to assist special education students' transition from high school to the role of a contributing adult in the community. The local community is utilized as a means for reinforcing instruction. Community Based Instruction is designed for students to generalize skills in a more natural setting, using occurring events and situations that our students will encounter throughout life as adults. Students participate in multiple domains of function, including functional academics, social skills, communication, vocational skills, daily living, and recreation and leisure. Students participate in various community-based experiences as appropriate.



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.



School Safety

Maintaining a safe and orderly environment is essential to learning. The Adult Transition Program is a closed campus, and visitors must immediately register in the school office before entering the campus. The administrators, certificated and classified instructional staff, main office personnel, and maintenance and custodial care employees monitor school access.

The Adult Transition Program operates a school safety committee consisting of certificated and classified staff who meet throughout the year to address safety issues for students and employees. A comprehensive school safety plan is reviewed and updated annually. It was most recently updated and reviewed with school staff in October 2019.

Both students and staff participate in regularly scheduled emergency drills to reinforce and practice emergency protocols and procedures.



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 paraprofessionals.

Intensive workshops are conducted in late August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming school year, with an emphasis on the strategies to support language learning in mathematics, English language arts and content areas. 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 across content areas. Additionally, one non-student day is set aside each year for staff development for all high school teachers in the district. Teachers collaborate in grade level and course alike teams throughout the school year to plan lessons, analyze student achievement data and student work to ensure a high quality and rigorous academic program with high student expectations.

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.

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.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	At least four days before the school year and one day during the school year	At least four days before the school year and one day during the school year	At least four days before the school year and one day during the school year

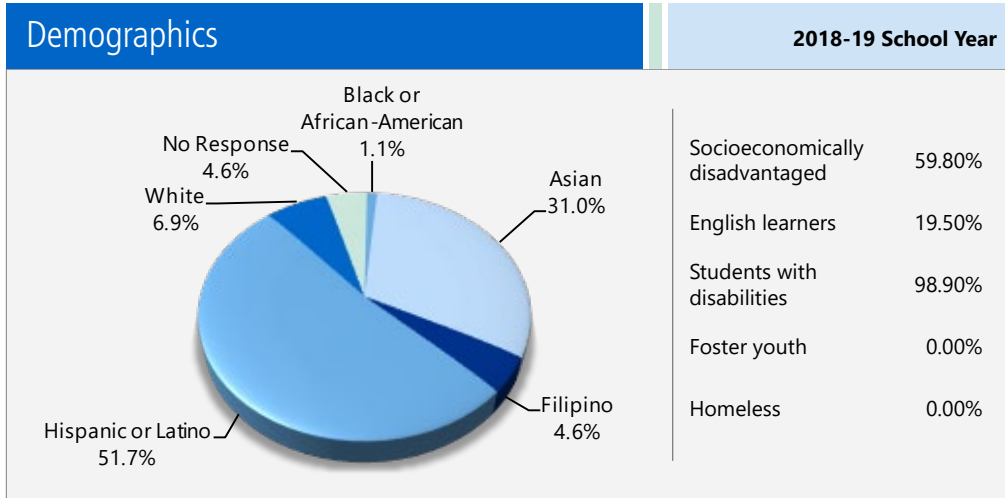


Note

Due to the specialized nature of instruction at GGUSD Adult Transition Program, there is no data to report on the California physical fitness test, career technical education programs, Advanced Placement courses, or University of California and California State University courses. For more information, please visit www.ggusd.us or the school.

Enrollment by Student Group

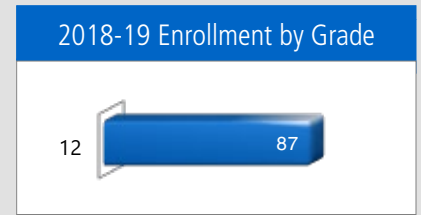
The total enrollment at the school was 87 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



2018-19 School Year	
Socioeconomically disadvantaged	59.80%
English learners	19.50%
Students with disabilities	98.90%
Foster youth	0.00%
Homeless	0.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



Class Size Distribution

Three-year class size information is not available.

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.

The Adult Transition Program focuses on our young adults transitioning to being independent community members. Parents at the Adult Transition Program may have opportunities to participate by volunteering at schoolwide activities, helping with fundraisers, donating items for special events, recruiting support from community agencies, and chaperoning at a variety of individual class and all school off-campus community experiences. Parents can attend our events and informational nights.

For more information on how to become involved at the school, please contact Tricia Chinn, principal, at (714) 663-6486.

Textbooks and Instructional Materials

The Adult Transition Program utilizes a multitude of progress monitoring tools and instructional materials to directly instruct and record progress on identified Individualized Education Program (IEP) goals and objectives. These include instruction using Unique Learning Systems, the Brigrance, and curriculum-based measures. Data is collected using common tools in assessing progress on identified student goals.

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 Textbooks	
2019-20 School Year	
Data collection date	10/1/2019

Workforce Preparation

The main focus of the Adult Transition Program is to prepare students for life after the age of 22. Our students have jobs we have placed them in at various local companies. We build résumés and provide numerous on-site job trainings.

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	
2019-20 School Year	
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%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Adult Transition		GGUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✦	✦	✦	✦	✦	✦

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Adult Transition		GGUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	✦	✦	60%	61%	50%	51%
Mathematics	✦	✦	51%	52%	38%	40%

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		
	15-16	16-17	17-18	15-16	16-17	17-18
Adult Transition	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
GGUSD	92.20%	91.70%	90.40%	6.20%	6.30%	8.10%
California	83.80%	82.70%	83%	9.70%	9.10%	9.60%

✦ Not applicable.

❖ 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.

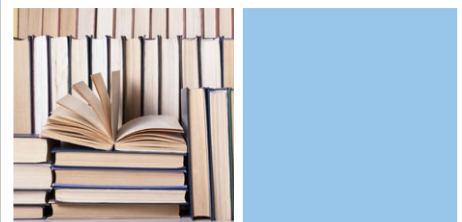
California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics 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.



CAASPP by Student Group: English Language Arts 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.



School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. Additional information about the condition of the school’s facilities may be obtained by speaking with the principal.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/5/2019	
Date of the most recent completion of the inspection form	7/5/2019	

School Facilities

Garden Grove Unified School District (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 implementing 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 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.

GGUSD Adult transition Program School was built in 1967. The school has seven permanent classrooms and one portable classroom in use on the campus. The school has two multiple-purpose rooms, fully functioning kitchen and basketball court.

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. Additionally, Measure P, authorizing an additional \$311 million was approved by voters in 2016 that will enable our District to implement many improvements including seismic upgrades, new athletic Stadiums and adding air conditioning and energy conservation improvements to all of the remaining Elementary Schools by the end of 2020.

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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.

Orange County Public Library

Tel: (714) 566-3000
www.ocpl.org

Anaheim Public Library

Tel: (714) 765-1880
www.anaheim.net/library

Santa Ana Public Library

Tel: (714) 647-5250
www.santa-ana.org/library

The Orange County Public Library serves the cities of Cypress, Fountain Valley, Westminster, Garden Grove and Stanton within the GGUSD.

School Facilities

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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.

We have completed at least one phase of modernization in all 65 schools. There are four high schools that are currently underway in supplemental phases. Additionally, five elementary schools are scheduled to receive air conditioning and other energy efficient improvements next year. Throughout the district, modernization projects are on-time and on budget. This past summer, we added air-conditioning to eight elementary schools. We appreciate your patience as we work to ensure that all of our schools remain successful and comfortable places to learn and work.



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
- Orange County Transportation Authority
- Workability
- Extended school year programs for special education
- GGUSD Nutrition Services

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

In-class performance assessments, classroom observation and class participation are utilized for a comprehensive profile of individual student performance. Grade reports, referred to as IEP Goals/Objectives Progress Report to Parents, and are distributed quarterly. The reports include detailed written summaries on each student’s progress attained toward his or her written IEP goals. Recommendations for each goal are also described on the Progress Report, indicating “Goal Met,” “Continue Goal” or “Goal Not Met.”

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.

Teacher Credential Information	Three-Year Data			
	GGUSD	Adult Transition		
		19-20	17-18	18-19
Teachers				
With a full credential	1,783	6	7	5
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	97	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.

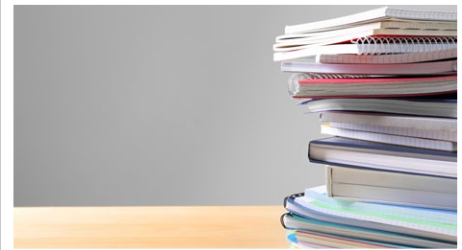
Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Adult Transition		
	17-18	18-19	19-20
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Academic Counselors

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

Academic Counselors	
2018-19 School Year	
	Ratio
Academic counselors	0.00
	FTE*
Counselor (academic, social/behavioral** or career development)	0.00

* 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.



School Support Staff

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

School Support Staff Data	
2018-19 School Year	
Support Staff	FTE
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Social worker	0.00
Health assistant	0.00
Resource specialist (nonteaching)	0.00
Psychologist <i>Available as needed</i>	
Nurse <i>Available as needed</i>	
Speech/language/hearing specialist <i>Available as needed</i>	



Financial Data

The financial data displayed in this SARC is from the 2017-18 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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.

Salary Data	2017-18 Fiscal Year	
	GGUSD	Similar Sized District
Beginning teacher salary	\$56,948	\$48,612
Midrange teacher salary	\$92,173	\$74,676
Highest teacher salary	\$111,243	\$99,791
Average elementary school principal salary	\$140,495	\$125,830
Average middle school principal salary	\$144,333	\$131,167
Average high school principal salary	\$170,302	\$144,822
Superintendent salary	\$283,608	\$275,796
Teacher salaries: percentage of budget	36%	34%
Administrative salaries: percentage of budget	4%	5%

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.

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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Adult Transition	\$18,829	\$90,054
GGUSD	\$7,007	\$94,136
California	\$7,507	\$82,403
School and district: percentage difference	+168.7%	-4.3%
School and California: percentage difference	+150.8%	+9.3%

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$27,349
Expenditures per pupil from restricted sources	\$8,521
Expenditures per pupil from unrestricted sources	\$18,829
Annual average teacher salary	\$90,054

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.

Suspension and Expulsion Rates			
Adult Transition			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	5.6%
Expulsion rates	0.0%	0.0%	0.0%
GGUSD			
	16-17	17-18	18-19
Suspension rates	3.2%	3.3%	2.8%
Expulsion rates	0.0%	0.1%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Data for this year's SARC was provided by the California Department of Education and 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://dq.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. All data accurate as of December 2019.