



# Garden Elementary

640 East Pleasant Street • Tulare, CA 93274 • 5593580044 • Grades K-6

Peter Keck, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Tulare City School District**

600 North Cherry Street  
Tulare, CA 93274  
(559) 685-7200  
www.tcsdk8.org

#### **District Governing Board**

Melissa Janes

Irene Henderson

Daniel Enriquez

Teresa Garcia

Willard Epps

#### **District Administration**

Brian Hollingshead

**Superintendent**

Philip Pierschbacher

**Assistant Superintendent,  
Personnel**

Joyce Nunes

**Assistant Superintendent,  
Business/Psychological Services**

Paula Adair

**Assistant Superintendent, Student  
Services**

### **School Description**

#### **Principal's Message**

The vision of the Garden School community is to provide the support services and instructional strategies that will enable all students, including those with special needs and English Language Learners, to realize their potential as learners in a positive, safe and secure environment. Included in that vision is the commitment to a strong instructional program based on the direction of the state standards and curriculum frameworks, articulated consistently among all grade levels, delivered in an effective manner, and supported by adequate resources.

Our commitment to parent involvement and utilization of community resources will enable our students to transition from home to the school environment with ease. Combining high academic and behavioral expectations while accommodating individual social and emotional needs will allow every student the opportunities they need to achieve. The staff at Garden School strives to make a difference in all of the lives of the children we serve so they will become successful, lifelong learners. Garden School serves over 685 preschool through sixth grade students in the Tulare City School District. We are proud to be one of four Tulare City School District schools recognized as a California Distinguished School in recent years. We are also proud to be on the CBEE State Honor Roll as a star school that has proven to be closing the achievement gap.

Garden School believes in the importance of teaching and reinforcing positive behaviors. At Garden, we support "DIGS;" D- do the right thing; I- I own my actions; G- Give respect; S- support others. These qualities of character are taught, reinforced and monitored on a daily basis.

Garden School has tremendous parent involvement. We encourage parent volunteers at every grade level to be involved in an active way in the education of their student at school. Every trimester parents, students, and teachers from each classroom attend the Awards Assembly where we recognize outstanding citizens. Our PTO and SSC/ELAC groups meet regularly. The PTO Fall Carnival is always a huge success, with hundreds of people every year in attendance. Our parent surveys indicated overwhelming positive support for Garden School.

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	95
Grade 2	97
Grade 3	97
Grade 4	98
Grade 5	109
Grade 6	104
<b>Total Enrollment</b>	<b>705</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.3
Asian	1.4
Filipino	0.1
Hispanic or Latino	68.1
White	26.1
Two or More Races	1.6
Socioeconomically Disadvantaged	70.8
English Learners	14.6
Students with Disabilities	11.8
Foster Youth	0.3
Homeless	4.5

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Garden Elementary	17-18	18-19	19-20
With Full Credential	35	37	34
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare City School	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Garden Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

The district uses effective, research-based, high interest, up-to-date textbooks and instructional materials. The textbook adoption is aligned with the State Standards adopted by the State Board of Education (SBE). Students are provided quality textbooks in each subject area. In addition to the hardcover and consumable textbooks, the district supports the integrated use of educational technology. All classrooms and libraries have computer and Internet capabilities. Students in the Tulare City School District have access to copies of the standards-aligned textbooks, approved by the California Board of Education, and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, and health.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 11/6/19**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company/Benchmark Advanced, (TK-6) Basic with California English Language Development (Program Type 2), 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	By local governing board, TCSD Mathematics Units of Study 2015 (K-6) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science, 2008, (K-6) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Studies Weekly, California Edition, American Legacy Publishing (K-6), 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Garden School has a Safe School Plan that is in place and updated yearly by the School Safety Committee, an offshoot of the School Site Council and Garden's Leadership Team. Evacuation drills are scheduled on a regular basis to ensure that staff and students know what to do in an emergency. A Cal-OSHA representative attends monthly meetings and provides updates to staff on safety and health issues. In addition to these programs, adequate supervision is provided before school, during break/recess, at lunch, and after school, and is noted on the school's duty schedule.

All Tulare City School District facilities are supportive of teaching and learning. Classrooms are clean, orderly, and provide a safe learning environment reflective of student work and current curriculum. Garden School has a school cafeteria that provides students with a breakfast and lunch program and is used as a multipurpose facility for large-scale programs and meetings. The school library provides students with supplemental reading materials and provides additional educational resources.

We take pride in our well-maintained buildings and landscaping. The Tulare City School District employs skilled professionals to ensure a safe, clean environment throughout the school year. Students, staff, and parents are committed to keeping our campus clean and litter free.

The Tulare City School District provides ongoing maintenance, and routine and major repairs for all permanent and portable buildings to guarantee all schools in the district are in good working order and condition. Additionally, school restroom facilities for pupils are maintained so they are functional and meet local hygiene standards generally applicable to public facilities, including operational toilets and sinks in all restrooms. The district has established a facilities inspection system to ensure that all school buildings meet the standards listed above.

Garden School's grounds, buildings, and restrooms are kept clean, safe, and are regularly maintained. The school has a morning custodian from 6:30 A.M. to 3:30 P.M. and an evening custodian from 12:30 P.M. to 9:00 P.M. The custodians are regularly monitored and evaluated by the building principal and director of custodians to make sure that all schools are safely maintained and cleaned. In addition to the assigned school custodians, the district has a general maintenance crew that takes care of the more technical repairs (plumbing, heating and cooling, gas, electrical, carpeting, painting, major repairs, and so on). At times, the district will hire independent contractors to handle repairs that may be beyond the scope of the district's resources. Repairs are made on an ongoing basis, and the district has a work order repair procedure that begins with the school principal referring needed repairs that cannot be taken care of by the custodians to the district superintendent. The superintendent assigns the repairs to the maintenance director who, in turn, assigns the work out to the different maintenance specialists. Work orders are completed on a timely basis. Each school also has a school site safety representative that attends ongoing safety meetings. The school district also has a Superintendent's Advisory Committee that meets on a regular basis with the district superintendent to discuss questions or concerns.

The Garden School campus is over 60 years old, with 53,054 square feet, and includes 37 classrooms and one Resource Specialist Program (RSP) room. All of our classrooms have Internet access along with the library. Our library has five computer stations and approximately 25,000 books for checkout. We have undergone the modernization of four classroom wings in 1987, and two classroom wings and office area in 2003. During the past three years, Garden's PTO has donated funds to beautify the campus flowerbeds and library area.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 5/3/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	41	33	36	50	50
Math	33	32	22	22	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which 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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.4	22.6	12.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	379	93.81	40.63
Male	218	204	93.58	32.84
Female	186	175	94.09	49.71
Black or African American	12	12	100.00	8.33
Asian	--	--	--	--
Hispanic or Latino	271	249	91.88	37.75
White	105	105	100.00	49.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	282	259	91.84	35.14
English Learners	81	57	70.37	31.58
Students with Disabilities	44	44	100.00	6.82
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	16	76.19	23.81

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	402	99.50	31.84
Male	218	216	99.08	29.63
Female	186	186	100.00	34.41
Black or African American	12	12	100.00	0.00
Asian	--	--	--	--
Hispanic or Latino	271	270	99.63	27.78
White	105	105	100.00	44.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	282	280	99.29	25.00
English Learners	81	80	98.77	21.25
Students with Disabilities	44	44	100.00	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	20	95.24	4.76

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

- Garden School prides itself in the number of parent volunteers who continue to assist in their child's and other students' educational process on campus. Here's how you can help: Volunteer in the classroom Chaperone on field trips Become a member of PTO- they meet the 3rd Monday of every month at 5:30 p.m. Serve on the ELAC/School Site Council Volunteer at PTO activities (Fall Carnival, Awards Assemblies, Nights of Celebration, Open House.) Attend winter programs, Veterans Day, and our annual Open House Attend English Learner Advisory Committee meetings. For more information on how to become involved, contact Peter Keck 559-685-7330.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

### School Safety Plan

We have developed a Comprehensive Safe School Plan and a Crisis Management Plan covering all possible disaster scenarios. School personnel, parents, and community members review this plan annually for its effectiveness. Students and staff participate in regularly scheduled drills throughout the school year. All visitors to the Garden campus are asked to sign in at the office and wear visitor's labels. Our Comprehensive School Safety Plan was updated during the summer of 2019 and discussed with all staff at the beginning of each school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.4	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.2	2.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	3.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

##### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	4		21	1	4		22	1	4	
1	22		4		23		4		22	1	3	
2	21	2	2		23		4		23		4	
3	22		5		22	1	3		21	2	2	
4	32		2	1	25		4		29		3	
5	26		4		30		1	3	24	1	4	
6	29	1	25		25		4		22	1	4	
Other**					15	2			14	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Tulare City School District (TCSD) is committed to providing on going professional development to all staff members. The District has three effective educational practices (EIP's) that serve as the focus for all professional learning opportunities: Depth of Knowledge; Student Engagement; Checking for Understanding. Annually, staff are surveyed to determine needs and interests, data is reviewed and feedback is obtained in order to determine areas for ongoing professional development. Professional development is a part of every site plan and a major component of instructional support to departments. The District's professional development program provides opportunities for teachers to implement the district's adopted and supplemental curriculum for all students, implement State standards, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Professional development and ongoing support is delivered in numerous ways: District sponsored days, in class coaching, after school workshops, conference/workshop attendance, early release days, summer sessions, and sub release time.

In addition to optional professional development sessions, the following opportunities were provided:

Early Release Professional Development Day(s):

2013-14: 9  
 2014-15: 22  
 2015-16: 27  
 2016-17: 28  
 2017-18: 34  
 2018-19: 34  
 2019-20: 35

District Professional Development Day(s):

2013-14: 1  
 2014-15: 2  
 2015-16: 0  
 2016-17: 1  
 2017-18: 1  
 2018-19: 1  
 2019-20: 1

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,155	\$45,741
Mid-Range Teacher Salary	\$81,080	\$81,840
Highest Teacher Salary	\$96,734	\$102,065
Average Principal Salary (ES)	\$125,176	\$129,221
Average Principal Salary (MS)	\$126,414	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$179,318	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,580	\$2,080	\$8,499	\$82,187
District	N/A	N/A	\$8,818	\$81,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.7	-0.3
School Site/ State	13.1	1.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## **Types of Services Funded**

The following is a list of Federal and State funded programs that are provided to schools in Tulare City School District:

Title I (Helping Disadvantaged Students Meet Standards)  
Title II (Improving Teacher Quality)  
Title III (for Limited English Proficient Students)  
IDEA-Special Education  
Lottery Proposition 20: Instructional Materials  
Local Control Funding Formula (LCFF)  
Base Grant Funding  
Supplemental Grant Funding  
Concentration Grant Funding  
LCFF Funds support:  
Gifted and Talented Education (GATE)  
New Teacher Support Systems (NTSS)  
Class Size Reduction (CSR)  
Hourly Programs (extended day/year education)/Summer School  
Community-Based English Tutoring (CBET)  
School Safety and Violence Prevention  
Instructional Materials  
Educational Technology  
Professional Development  
Advancement Via Individual Determination (AVID)  
Community Day School  
Visual and Performing Arts (VAPA)  
Counselors  
Preschool  
Enrichment Activities  
Intervention (MTSS)  
Response to Intervention Teachers  
Tulare Support School  
School Libraries  
Athletic Program  
English Language Learners  
Foster Youth  
Alternative Education  
Health and Welfare  
Home to school transportation

## **DataQuest**

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

## **Internet Access**

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