



# E. G. Garrison Elementary

333 Garrison Street • Oceanside CA, 92054 • (760) 901-7600 • Grades K-5

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<http://www.garrison.oside.us/>

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



### Oceanside Unified School District

2111 Mission Avenue  
Oceanside CA, 92058  
(760) 966-4000  
[www.oside.us](http://www.oside.us)

#### District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

#### District Administration

Julie Vitale, Ph. D.

**Superintendent**

Shannon Soto, Ed. D.

**Deputy Superintendent**

Todd McAteer

**Associate Superintendent Human  
Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business  
Services**

### School Description

Welcome to Garrison Elementary School, a small school with a big heart! Our experienced, professional staff and community members are committed to making our school the center of our community, where parents, students, and neighbors can come to learn, socialize, participate in organized and safe activities, and enjoy a variety of activities. Our beautiful park-like setting encourages participation from the entire community. We celebrate our rich diversity in ethnicities, languages, and socioeconomic status, which all contribute to the exciting and positive culture of our school.

We have a strong focus on the Common Core Standards and the arts. Students are given the opportunity to thrive in an exciting educational environment, while supporting the growth and development of the whole child.

Each year we put on a variety of high quality musical programs. Our production during the Spring displays the many talents of the students and staff at Garrison. We are excited to expand this year to include more of our children.

Garrison is a fun place to learn and to grow. All are welcome here!

## 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	49
Grade 1	61
Grade 2	58
Grade 3	67
Grade 4	53
Grade 5	62
<b>Total Enrollment</b>	<b>350</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	1.1
Hispanic or Latino	74.3
Native Hawaiian or Pacific Islander	2.3
White	12.6
Two or More Races	4.9
Socioeconomically Disadvantaged	86.3
English Learners	35.1
Students with Disabilities	16

## 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 E. G. Garrison	17-18	18-19	19-20
With Full Credential	25.48	0.0	18
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

### Teacher Misassignments and Vacant Teacher Positions at E. G. Garrison Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	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)

### Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Scholastic Big Day (TK) <ul style="list-style-type: none"> <li>Teacher Resource Kit, Adopted 2014</li> </ul> Houghton Mifflin Reading California: Adopted 2003 <ul style="list-style-type: none"> <li>Big Books (Grade K)</li> <li>Textbooks (Grades 1-5)</li> </ul> Houghton Mifflin ELD, Adopted 2011 <ul style="list-style-type: none"> <li>Practice Books (K-5)</li> </ul> K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
Mathematics	Transitional Kinder: Scholastic Big Day, Adopted 2014  Houghton Mifflin Harcourt GoMath!, Adopted 2016 <ul style="list-style-type: none"> <li>Student Edition</li> </ul>
Science	Transitional Kinder: Scholastic Big Day, Year Adopted 2014  FOSS, Delta Education: Science Kits, Adopted 2008
History-Social Science	Transitional Kinder: Scholastic Big Day, Adopted 2014  Reflections/Harcourt, Adopted 2007 <ul style="list-style-type: none"> <li>Big Books (Grade K-1)</li> <li>Textbooks (Grades 2-5)</li> </ul>

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

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

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11.6.2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	RM E-21/PRE SCHOOL: 2. HOT WATER HEATER IS SITTING ON FLOOR NEXT TO TOILET 4. CEILING TILE IS MISSING 7. THERMOSTAT COVER IS BROKEN 8. TOILETS ARE LEAKING 9. DRINKING FOUNTAIN IS NOT WORKING
<b>Interior:</b> Interior Surfaces	Good	E 23/ COMP: 4. CARPET IS WORN P-RM D-27: 11. PAINT IS CHIPPING ON PICNIC BENCH 13. GUTTER IS RUSTED WITH HOLES RM E-21/PRE SCHOOL: 2. HOT WATER HEATER IS SITTING ON FLOOR NEXT TO TOILET 4. CEILING TILE IS MISSING 7. THERMOSTAT COVER IS BROKEN 8. TOILETS ARE LEAKING 9. DRINKING FOUNTAIN IS NOT WORKING
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	NURSE: 7. EXHAUST FAN IN NOT WORKING IN RESTROOM RM E-21/PRE SCHOOL: 2. HOT WATER HEATER IS SITTING ON FLOOR NEXT TO TOILET 4. CEILING TILE IS MISSING 7. THERMOSTAT COVER IS BROKEN 8. TOILETS ARE LEAKING 9. DRINKING FOUNTAIN IS NOT WORKING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	RM E-21/PRE SCHOOL: 2. HOT WATER HEATER IS SITTING ON FLOOR NEXT TO TOILET 4. CEILING TILE IS MISSING 7. THERMOSTAT COVER IS BROKEN 8. TOILETS ARE LEAKING 9. DRINKING FOUNTAIN IS NOT WORKING RM E-22: 9. CAULKING IS LOOSE ON SINK 11. PAINT IS CHIPPING ON SIDING 14. TRIP HAZARD AT NORTH STEP ENTRY 15. WINDOW FRAME IS BENT
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	P-RM D-27: 11. PAINT IS CHIPPING ON PICNIC BENCH 13. GUTTER IS RUSTED WITH HOLES RESTROOM: 11. PAINT IS CHIPPING ON WALL RM A-5: 10. ITEMS STACKED ON SHELVES (EARTHQUAKE HAZARD) 11. PAINT IS CHIPPING ON DRINKING FOUNTAIN ON WALKWAY RM A-6: 10. ITEMS STACKED ON SHELVES (EARTHQUAKE HAZARD) RM A-7: 11. PAINT IS CHIPPING ON DOOR RM B-10: 11. PAINT IS CHIPPING ON DOOR RM B-12: 10. ITEMS ARE STACKED ON CABINETS (EARTHQUAKE HAZARD) RM C-1: 10. ITEMS STACKED ON SHELVES (EARTHQUAKE HAZARD) RM E-22: 9. CAULKING IS LOOSE ON SINK 11. PAINT IS CHIPPING ON SIDING 14. TRIP HAZARD AT NORTH STEP ENTRY 15. WINDOW FRAME IS BENT RM E-25: 11. PAINT IS CHIPPING ON DOOR
<b>Structural:</b> Structural Damage, Roofs	Good	P-RM D-26: 13. GUTTER IS RUSTED WITH HOLES P-RM D-27: 11. PAINT IS CHIPPING ON PICNIC BENCH 13. GUTTER IS RUSTED WITH HOLES P-RM D-28: 13. GUTTER IS RUSTED WITH HOLES RM A4: 12. DRY ROT/TERMITE DAMAGE ON BEAM/ EAVES STAFF WORK RM: 12. DRY ROT/TERMITE DAMAGE ON BEAM/ EAVES
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM E-22: 9. CAULKING IS LOOSE ON SINK 11. PAINT IS CHIPPING ON SIDING 14. TRIP HAZARD AT NORTH STEP ENTRY 15. WINDOW FRAME IS BENT
<b>Overall Rating</b>	<b>Good</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	29	29	45	46	50	50
Math	29	26	36	36	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	15.3	13.6	3.4

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	180	179	99.44	29.05
Male	105	104	99.05	28.85
Female	75	75	100.00	29.33
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	136	136	100.00	30.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	161	160	99.38	26.88
English Learners	82	82	100.00	26.83
Students with Disabilities	35	35	100.00	11.43
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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	181	180	99.45	26.11
Male	106	105	99.06	24.76
Female	75	75	100.00	28.00
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	137	137	100.00	25.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	40.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	161	99.38	22.98
English Learners	82	82	100.00	23.17
Students with Disabilities	35	35	100.00	5.71
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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)

Our School Site Council, which always includes parent members, creates our school's annual plan and enacts some budget approvals. Our English Language Advisory Committee helps students who are learning English feel welcome at our school. We encourage parents and entire families to participate in school activities. To find out how you can volunteer at our school, please contact Dr. Leah Dardis, our principal. You can also contact our bilingual school community advisor in the office at (760) 901-7600.

### 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

At Garrison, we strictly enforce high standards for behavior through our comprehensive discipline program. Starting with kindergartners, we train students in anger management and conflict resolution. As a result of feedback from student and parent surveys, we have designed our School Safety Plan to address bullying. We use PBIS and Quantum Learning's Eight Keys of Excellence programs daily to develop individual character and a positive school culture. We recognize students in the classrooms daily, weekly and monthly for academics and effort. We celebrate student success. We also conduct monthly fire, earthquake, disaster, and lockdown drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	0.4	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

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	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	2.0
Other	1.0

\* 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	23		3		22		3		14	2	2	
1	23		3		22		3		30		2	
2	19	3			24		3		19	1	2	
3	18	1	3		27		2		21	1	2	
4	33		1	1	24	1	1	1	24		2	
5	22	1	1		19	2	1	1	23	1	2	
Other**	6	3			5	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	5	5	7

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

Teachers participate in professional development opportunities provided by the school district. Site based professional development takes place through school wide professional Learning Communities bimonthly on the first and third Wednesdays of every month. For 2019-2020 we are also using these Wednesdays for professional development opportunities (not reflected in the numbers above). Grade levels have three planning days to review curriculum, instruction and assessment.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	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	15535.07	6593.63	8941.43	\$87,158
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.2	6.8
School Site/ State	17.4	6.1

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.

## 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.