

Garden Road Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

A hard copy of the School Accountability Report Card is available upon request in the school office.

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Garden Road Elementary School
Street	14614 Garden Rd.
City, State, Zip	Poway, CA 92064-3098
Phone Number	858-748-0230
Principal	Lisa Maguire
Email Address	lmaguire@powayusd.com
School Website	www.powayusd.com
County-District-School (CDS) Code	37682966038970

2022-23 District Contact Information

District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	cdonnelly@powayusd.com
District Website Address	www.powayusd.com

2022-23 School Overview

The Leader in Me - Great Happens Here

Garden Road Elementary School is a Leader in Me school, focusing on the 7 Habits of Highly Effective People by Steven Covey. We are focusing on giving students opportunities for meaningful participation and contributions in the classroom and around campus. All of our Friday Flag Pep Rally's are student led, students work around campus as learning leaders tutoring younger students, playground leaders facilitating games, inclusion leaders working closely with our Special Education students, and environment leaders looking for ways to beautify our campus. In our classrooms, the students have Leadership Portfolios, documenting their academic progress, schoolwide Wildly Important Goals (WIG) and individual goals and personal accomplishments. Our 3rd - 5th grade students lead their Parent/Teacher/Student conferences, and our staff is dedicated to providing opportunities to help magnify the greatness in each child. Garden Road Mission Statement: We are empowered learners who lead ourselves and others to contribute to a better world.

We are a family of learners that believe that each and every child is special and can learn and achieve at the highest levels. We collaborate as a team and school community to support our students and help them develop thinking and academic success skills of problem solving and self awareness to become world class learners. We are committed to help our students develop a Growth Mindset, persevere with grit and motivation, and treat others and themselves in a respectful and kind manner. We believe that together we can help our students achieve and succeed by making connections and building bridges to learning, curriculum, each other and the greater world around them.

Garden Road Elementary School is located in the southeast corner of the suburban community of Poway. One of the original Poway schools, Garden Road opened in 1961 and has a strong community base of parent involvement and support. Many of our families have lived in the Garden Road area for years, and are proud multi-generational families who have attended Garden Road. Garden Road serves a diverse community with 30% Asian, 25% Hispanic, 7% black, and approximately 9% of the students are learning English as a second language. We have 18% who participate in the free or reduced-price lunch program.

There are currently 535 students attending Garden Road, a student body that has remained relatively stable over the last few years. We have four Special Day Classes who serve students with special needs and autism from preschool up through 5th grade. We also have a parent participation preschool program that serves 3- year old children and 4- year old children. We

2022-23 School Overview

have a dedicated staff of teachers, support staff, and specialists who are able to offer programs to meet the social, emotional, and academic needs of all students. We are very fortunate to have an involved and interested parent population who are active volunteers and supporters of our children and school programs through the PTA and Foundation.

Our goal is to support the highest level of academic achievement as well as the social emotional growth of our students. We have a comprehensive program through the umbrella of Positive Behavior and Intervention Supports (PBIS) including Character Counts, Second Step program in all grades, and a promotion of and recognition of leadership and academic achievement. Our ultimate goal is for all students to achieve the necessary academic skills for success in school, to promote a lifelong love of learning, and to achieve success in our ever-changing society. We strive to help our students have the skills and drive to be thinkers, problem solvers, and take personal ownership for their learning and achievement.

To fulfill our mission:

- Students will be encouraged to develop independence, responsibility, and respect for all people
- Teachers will provide differentiated, standards-based instruction that engages students in their learning
- Instructional decisions will be based upon data and attention to students' unique learning styles
- Students and staff will use technology as a tool for accessing and presenting information
- By focusing on building supportive relationships, the staff, parents and community will provide a positive, safe learning environment for all students
- Students and staff are building a Growth Mindset, focusing on grit and the belief that mistakes are expected, inspected, and respected

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	91
Grade 2	79
Grade 3	73
Grade 4	70
Grade 5	76
Total Enrollment	484

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.0
Asian	5.8
Black or African American	1.9
Filipino	4.1
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	16.7
White	48.1
English Learners	7.4
Foster Youth	0.2
Homeless	1.4
Migrant	0.0
Socioeconomically Disadvantaged	17.8
Students with Disabilities	22.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	91.38	1257.20	81.50	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	0.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	44.90	2.91	12115.80	4.41
Unknown	2.00	8.62	231.60	15.02	18854.30	6.86
Total Teaching Positions	23.10	100.00	1542.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		9/9/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each	Yes	0

	child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.		
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Foreign Language			
Health	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.		
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

Year and month of the most recent FIT report

9/14/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Tear fabric wall, carpet replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Roof needs replacing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	63	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	58	N/A	65	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	211	97.24	2.76	63.03
Female	101	98	97.03	2.97	67.35
Male	116	113	97.41	2.59	59.29
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	12	11	91.67	8.33	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	36	34	94.44	5.56	76.47
White	105	102	97.14	2.86	61.76
English Learners	13	12	92.31	7.69	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	73.68
Socioeconomically Disadvantaged	42	38	90.48	9.52	34.21
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	54	51	94.44	5.56	37.25

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	212	97.70	2.30	57.55
Female	101	99	98.02	1.98	56.57
Male	116	113	97.41	2.59	58.41
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	12	11	91.67	8.33	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	36	35	97.22	2.78	68.57
White	105	102	97.14	2.86	60.78
English Learners	13	12	92.31	7.69	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	57.89
Socioeconomically Disadvantaged	42	39	92.86	7.14	30.77
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	54	52	96.30	3.70	36.54

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	50	NT	59.69	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	70	97.22	2.78	50
Female	31	30	96.77	3.23	50
Male	41	40	97.56	2.44	50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100	0	45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100	0	45.45
White	34	32	94.12	5.88	50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.12	5.88	25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100	0	35.71

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.8	89.5	93.4	94.7	94.7

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Our school is located in a middle class community and benefits from strong parent and community support. Garden Road has two active parent organizations that work hand-in-hand to support our students and school needs. The GRES Foundation, which was formed in 2013, supports and funds our school programs, events, academic interventions, and technology. The PTA supports our students and school programs through volunteering and sponsoring our monthly family activities such as the All You Can Read Diner, Variety Show, Country Fair, Book Fairs, Family Fun Nights, Running Club, art instruction, field trips, and assemblies. The Foundation, PTA and school work together closely to achieve common goals. The strength of Garden Road School is in its caring community: the immediate community of staff and students, the larger community of parents, and the greater community of neighbors, businesses and caring adults cooperating in pursuit of the common goal of supporting the success of all of our students.

Our Garden Road School Site Council comprised of parents, administration, classified and certificated staff are active participants in supporting our school goals and ensuring that our budget is managed to support the academic and social emotional needs of our students.

Parent volunteers work in a variety of capacities such as: work room volunteer, art support, book fair volunteer, classroom support and other PTA and Foundation activities. Parent workshops are primarily geared as education nights. They are held throughout the year by our school counselor on topics such as the 7 Habits of Highly Effective people, growth mindset, positive discipline, wellness strategies, social media, and technology. We provide weekly, on-going communication through a weekly site newsletter and phone messages, school website, weekly Friday Folders, and social media posts.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	510	505	113	22.4
Female	234	231	44	19.0
Male	276	274	69	25.2
American Indian or Alaska Native	0	0	0	0.0
Asian	33	31	7	22.6
Black or African American	9	9	2	22.2
Filipino	20	20	6	30.0
Hispanic or Latino	123	121	35	28.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	83	83	16	19.3
White	241	240	47	19.6
English Learners	45	43	12	27.9
Foster Youth	1	1	0	0.0
Homeless	10	10	4	40.0
Socioeconomically Disadvantaged	105	103	43	41.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	125	125	39	31.2

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.02	2.45
Expulsions	0.00	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.18	1.19	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Garden Road places strong emphasis on safety for students and staff. We embrace the Leader in Me, which explicitly teaches the 7 Habits of Highly Effective People by Steven Covey. We infuse these habits into our Positive Behavior Plan, school assemblies, student recognition programs, lessons and murals. Teachers, Counselor, Student Support Assistant, and principal teach students problem solving skills, anti-bullying strategies and positive communication. Our staff, students, and families are focusing on developing a Growth Mindset and maintaining positive attitudes and beliefs.

Our staff, PTA and School Site Council discuss current safety practices and make routine adjustments. All school visitors must check in and out of the office and wear an identification badge and all gates are locked during the school day.

Emergency plans are reviewed regularly and updated as needed. Annual training procedures and drills for earthquakes, fire and bus evacuation are held. Maintenance staff work with the school and custodians on a scheduled preventive program to offset costly repairs. The school has an up to date Asbestos Plan. Extended Student Services is available to students for before and after school childcare.

Our Safety Plan goals have focused on our social climate promoting acceptance, respect for diversity, social inclusion, promoting positive social interactions and engagement among students. We believe if we provide these opportunities our students will demonstrate engagement, academic growth, and leadership.

Our physical environment goal focuses on continuing to follow safety protocols which include proper signage, access to handwashing, and all staff and students are encouraged to wear masks if they show any illness symptoms.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	
1	22		3	
2	24		3	
3	25		3	
4	33			
5	39			1
6				
Other	18	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	3	
1	23	1	2	
2	22		3	
3	23	1	2	
4	28		2	
5	38		2	1
6				
Other	23	2	2	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	25		3	
2	24		3	
3	23		3	
4	27		2	
5	43		2	1
6				
Other	20	2	4	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	806.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	1.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,497.47	3,029.96	6,467.52	81,440.15
District	N/A	N/A	7,648.32	\$85,042
Percent Difference - School Site and District	N/A	N/A	-16.7	-2.7
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-28.9	-3.4

2021-22 Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,682	\$51,081
Mid-Range Teacher Salary	\$72,742	\$77,514
Highest Teacher Salary	\$107,628	\$105,764
Average Principal Salary (Elementary)	\$140,330	\$133,421
Average Principal Salary (Middle)	\$145,905	\$138,594
Average Principal Salary (High)	\$160,169	\$153,392
Superintendent Salary	\$316,659	\$298,377
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of technology in teaching and learning, California State Standard Reading, Writing, and Math, effective use of assessments, and positive discipline in-services. Teachers and administrators are actively involved in professional development activities at the school and district. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

Our site professional development is focused on implementing the Leader in Me program and Multi-Tiered Systems of Support (MTSS). The Leader in Me focuses on explicitly teaching the 7 Habits of Highly Effective People by Steven Covey. This is our second year as a Leader in Me school, and our staff has done an amazing job with implementation. Our students have been explicitly taught the 7 Habits and our entire staff is using this "leadership language" throughout our school. Examples include, thinking win-win on the playground, putting first things first, and seeking first to understand, then to be understood. If we see all of our students as leaders, then we must provide opportunities for the students to demonstrate that leadership. Our work has included developing a mission statement: At Garden Road we are empowered learners who lead ourselves and others to contribute to a better world. All of our students house their work in a Leadership Portfolio, which includes their personal strengths, academic goals and service opportunities. Our 3rd-5th grade teachers facilitate Student Led Conferences. We also implement community service for all interested students. Projects include learning leaders (peer tutors), student greeters (welcoming all each morning), inclusion leaders (lunch buddies with our Special Education students), and school beautification leaders, among others. All of these opportunities for growth start with professional development and collaboration. Our site has dedicated part of every staff meeting to supporting the implementation of Leader in Me and MTSS.

Additionally, our site has an Equity Team, which is working with the San Diego County Office of Education, receiving Professional Development on Racial Equity and Inclusion. Our long term goals with our Equity Team is to realize our goals of inclusivity, cultural and racial diversity, and racial equity through the lens of Leader in Me.

Our site Teaching and Learning TOSA (Teacher on Special Assignment) oversees intervention and academic supports for teachers. This entails supporting teachers in providing the appropriate supports for struggling students. These supports can include first best instruction in phonics, reading, writing, comprehension, and utilizing the various digital programs available to teachers such as SeeSaw, Lexia, iReady, Guided Readers, and BrainPop. Therefore, our TOSA has provided several professional development sessions as requested. She works with teachers before and after school and during their collaboration time as requested. Finally, our school wide commitment to a positive learning environment utilizing Positive Behavior Interventions and Supports (PBIS) strategies remains a constant theme and focus as we collaborate as a professional learning community.

Professional Development

Staff Development is offered monthly at our bi-weekly staff meetings and during our district and on-site professional growth days. Teachers also engage in collaborative planning and professional development during their XPloration grade level collaborative planning time and weekly team planning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3