Glen Oak Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Glen Oak Elementary School
Street	1000 North Sunflower Ave.
City, State, Zip	Covina, Ca, 91724-2307
Phone Number	626-331-5341
Principal	Sharon Greaves
Email Address	sgreaves@cousd.net
Website	www.cousd.net
County-District-School (CDS) Code	19-64378-6012041

Entity	Contact Information
District Name	Charter Oak Unified
Phone Number	(626) 966-8331
Superintendent	Jeffrey Jordan
Email Address	jjordan@cousd.net
Website	www.cousd.net

School Description and Mission Statement (School Year 2019-20)

GLEN OAK ELEMENTARY MISSION
Our mission is to nurture, inspire, and challenge our students to become confident, creative, and successful leaders of tomorrow. We are committed to academic achievement through our guiding belief that all students can learn and reach their highest potential in life. At Glen Oak Elementary School every student has access to a comprehensive, challenging and balanced curriculum. We will educate all students to become creative problem-solvers and lifelong learners by engaging them in hands-on exploration in a safe and healthy environment. We believe that it is our cumulative responsibility to provide a strong academic foundation and guidance in developing strong leadership and citizenship skills in our students. We feel by working together as a community with all stakeholders, Glen Oak will produce students capable of being successful in the 21st Century.

DISTRICT MISSION STATEMENT
The Charter Oak Unified School District, in collaboration with our families and community, provides a balanced, quality educational experience that meets the physical, intellectual and emotional needs of all students. Our focus is providing students with the skills needed to adapt to a changing world, equipping them for college, career and life choices. We offer a rigorous and comprehensive education that meets the individual academic needs of our students and prepares them to be socially responsible adults who make positive contributions to the global community. We embrace individual differences and create safe learning environments in which educational integrity and character are our cornerstones.

VISION STATEMENT
Charter Oak Unified School District is the leading district in the San Gabriel Valley with outstanding employees that offer exemplary programs and services which attract and retain students and their families.

GLEN OAK ELEMENTARY SCHOOL PROFILE
Glen Oak Elementary School is a Kindergarten-6th grade STEAM (Science, Technology, Engineering, Arts, Mathematics) school in the Charter Oak Unified School District. It is located in the center of the eastern section of the District and has a current enrollment of approximately 400 students. The school has classrooms/office space dedicated to 18 classes including Spring kindergarten, STEAM lab, computer lab, occupational therapist, intervention teachers, health aide and district nurse, before and after school daycare, PTA, office staff, and staff lounge. Our new Learning Resource Center (LRC) offers space for our library, school psychologist, speech and language pathologist, school counseling staff, and English language development aide. Glen Oak Elementary School's original facilities were built in 1961 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

The staff and district maintenance department work together to provide ongoing repair and improvement of the school's facilities and all safety issues are addressed immediately. A work order process is used by school and district staff to communicate non-routine maintenance requests. Current Measure CO completed improvements include technology infrastructure upgrades, a new phone system, sprinkler system, HVAC system in the school cafeteria, and our LRC.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	46
Grade 1	46
Grade 2	54
Grade 3	57
Grade 4	57
Grade 5	58
Grade 6	70
Total Enrollment	388

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.8
Asian	2.1
Filipino	4.4
Hispanic or Latino	71.1
White	15.7
Two or More Races	3.6
Socioeconomically Disadvantaged	66
English Learners	7
Students with Disabilities	15.7
Foster Youth	1
Homeless	10.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	18	206
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: January 2020

Glen Oak's teachers and students have access to Standards Based curriculum at every grade level. All teachers have received staff development in the current curriculum and meeting on an ongoing basis to evaluate their teaching using the adopted materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Benchmark Advance	Yes	0.0%
Mathematics	MacMillan/McGraw-Hill Go Math	Yes	0.0%
Science	Scott Foresman California Science	Yes	0.0%
History-Social Science	Harcourt Brace Reflections	Yes	0.0%
Health	Scott Foresman California Science	Yes	0.0%
Visual and Performing Arts	SRA Art Connections and MacMillan/McGraw-Hill Spotlight on Music	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District and Glen Oak's staff ensure our facility is well maintained and safe for students, staff, and our community.

The Charter Oak Unified School District Board and Superintendent visit the campus regularly and are updated by the principal on school safety, the environment, and facilities. The Board and district staff use this information to plan for future improvements and upgrades to the Glen Oak campus. Our Learning Resource Center with library and technology infrastructure was added to our campus. Internet infrastructure was greatly enhanced, all school buildings underwent restoration with paint and wood/stucco repair, and a shade structure and benches were added to our playground.

The Glen Oak School Safety Committee meets regularly and makes safety inspections of the campus. The custodial crew examines our school grounds and facilities daily, reporting on and promptly addressing any hazards. The playground perimeter is securely fenced and locked during school hours. Cleaning solvents and other toxic materials on campus are kept in securely locked facilities when not in use. Insect control is applied after school hours and notices are posted with information regarding materials and use.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2018

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

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	50	51	55	50	50
Mathematics (grades 3-8 and 11)	40	38	43	46	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	239	99.58	0.42	50.21
Male	124	123	99.19	0.81	46.34
Female	116	116	100.00	0.00	54.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	172	171	99.42	0.58	47.37
Native Hawaiian or Pacific Islander					
White	42	42	100.00	0.00	59.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	159	159	100.00	0.00	43.40
English Learners	27	27	100.00	0.00	40.74
Students with Disabilities	46	45	97.83	2.17	17.78
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	25.00

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	239	99.58	0.42	37.66
Male	124	123	99.19	0.81	38.21
Female	116	116	100.00	0.00	37.07
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	172	171	99.42	0.58	33.92
Native Hawaiian or Pacific Islander					
White	42	42	100.00	0.00	42.86
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	159	159	100.00	0.00	31.45
English Learners	27	27	100.00	0.00	44.44
Students with Disabilities	46	45	97.83	2.17	8.89
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	25.00

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.8	19.3	14.0

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.

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)

At Glen Oak we believe that involving our community is essential to ensuring a safe and effective school environment. We encourage families to become actively involved in their child's education. All families are encouraged to attend Back to School Night, Open House, Parent-Teacher Conferences, Choir Performances, and PTA events. Other school-wide events include STEAM Days, the Character Parade, Jog-a-thon, SOAR Awards, and honor roll assemblies. The entire community is kept updated on school events through Class Dojo, the Glen Oak website, principal texts and calls to families, our campus marquee, Facebook, Twitter, Instagram, and our most recent addition, the Glen Oak Family Flyer.

Other opportunities for family engagement include: volunteering in student classrooms and at school-wide events, chaperoning field trips, attending meetings of our School Site Council (SSC), representing English Language Learners as part of the English Learner Advisory Council (ELAC), and/or becoming involved as PTA members.

Glen Oak's PTA is highly engaged in activities at our school. They support staff and students by raising funds for assemblies, on and off-site field trips, equipment, and supplies. PTA provides learning opportunities and awards through Red Ribbon Week, Book Fairs, and our Accelerated Reader awards and carnival.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.1	0.2	0.2	3.4	2.8	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The District and Glen Oak Staff promote student, staff, and community safety at Glen Oak Elementary School.

Glen Oak's staff members encourage and reward positive behavior utilizing our Capturing Kids' Hearts and positive behavior supports including our SOAR (Show Respect, Offer Kindness, Always be Safe, and Responsible) and Excellent Eagle programs. These interventions prevent accidents, injuries, and unsafe behavior. All students are educated by their teachers on safe and healthy behavior, school safety, and emergency procedures. A district nurse and school site health aide are available to assist with any and all medical needs. Drills are held monthly to train students and staff on emergency procedures, in the event of fire, earthquake, lockdown, or the need for campus evacuation. Adults actively supervise students at recess, lunch, ten minutes before and after school, and during all school hours. Staff maintains contact with our office and District using a variety of means, including walkie-talkies, should wired communication be interrupted.

At Glen Oak, a large structured bin houses emergency supplies and classrooms are equipped with emergency backpacks. During school hours, all visitors must sign in at the school office and wear identification badges while on school grounds. Glen Oak's School Safety Plan is revised on a regular basis by the School Safety Committee which is composed of the principal, teachers, and office and custodial staff. Components of this plan include disaster response procedures and teams, emergency preparedness, training procedures including a Run, Hide, Fight plan, emergency phone numbers, earthquake precautions, and a site map. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2019.

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.

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	19	1	2		24		2		22		2	
1	25		2		26		2		22		2	
2	27		2		24		2		25		2	
3	25		2		20	1	2		27		2	
4	32		2		27		2		27		2	
5	35			2	37			2	29		2	
6	36			2	28		2		35			2
Other**	8	2			4	2			6	3		

*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.

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

Title	Ratio
Academic Counselors*	.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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7773.04	1399.11	6373.93	91298.68
District	N/A	N/A	8167.37	87898.28
Percent Difference - School Site and District	N/A	N/A	-24.7	3.8
State	N/A	N/A	6849.49	77190.00
Percent Difference - School Site and State	N/A	N/A	-7.2	16.7

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 (Fiscal Year 2018-19)

In addition to general fund monies, Glen Oak Elementary School receives funding for state and federally funded special programs supplementing the core instructional program. Programs are supported by categorical funding including Lottery and Title I.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,385	$46,208
Mid-Range Teacher Salary	$79,178	$72,218
Highest Teacher Salary	$104,384	$92,742
Average Principal Salary (Elementary)	$117,295	$134,864
Average Principal Salary (Middle)	$133,203	$118,220
Average Principal Salary (High)	$125,411	$127,356
Superintendent Salary	$222,429	$186,823
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Professional Development Opportunities include, but are not limited to:
- Integrating STEAM (Science, Technology, Engineering, Art, Math) and the Common Core State Standards
- Implementing the NGSS (Next Generation Science Standards) utilizing various tools including Mystery Science
- Instruction and strategies for Social and Emotional Learning
- Utilizing CODE.org, GAFE (Google Apps for Education), and other online tools to enhance the learning of core curriculum
- Teaching Common Core State Standards utilizing Benchmark Advance English Language Arts and GO Math
- Engaging i-Ready reading and math instruction and data tools to support differentiated instruction and learning
- Encouraging independent reading and student goal setting through Accelerated Reader Programs
- Providing AVID (Advancement via Individual Determination) in grades 1-6
- Differentiating instruction to meet the needs of all learners
- Employing Capturing Kids' Hearts to encourage positive interactions between staff and students to facilitate positive behavior on campus

The District and the Glen Oak staff continue to respond to the needs of all students by evaluating and upgrading methods of assessment and instruction to maximize student achievement. The professional development plan for our staff is based on identified areas of student need utilizing SBAC results, i-Ready data, and other grade-level assessment tools.

The staff minimum days (ten per year), staff meetings, grade-level meetings, district training, and other professional development opportunities are utilized for continuing education in the instruction of core curriculum, assessment of student achievement, and meeting the academic and health and safety needs of students.

Teachers write professional and personal goals based on the California Standards for the Teaching Profession (CSTP). Teacher evaluations and observations are based on the CSTP and teachers collaborate with the administrator to reflect on areas of growth and strength. Staff development is evaluated to ensure it is meeting the needs of teachers and students. Teachers give input as to their professional needs and this data is used to develop professional development activities at both the district and site level.