



# Glenwood Elementary School

201 Jessie Avenue • Sacramento, CA 95838 • (916) 922-2767 • Grades K-6

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<http://glenwood.robla.k12.ca.us/>

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



### Robla Elementary School District

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#### District Governing Board

Ken Barnes  
**President**

Dennis Boyd  
**Vice President**

Nuvia Cardona  
**Clerk**

Craig DeLuz  
**Member**

Kim Howard  
**Member**

#### District Administration

Ruben Reyes  
**Superintendent**

Tim Williams  
**Chief Business Official**

Nichol Sullivan  
**Chief of Personnel**

Cindi Lyon  
**Director, State and Federal  
Programs**

Sandy Graham  
**Director, Special Education and  
Student Support Services**

Gail Hunt  
**Director, Curriculum and  
Assessment**

Christie Erhart  
**Director, Preschool**

### School Description

Glenwood School is part of the Robla School District, which consists of five elementary schools and one preschool program, serving over 2,000 students. The district is located within the City of Sacramento, northeast of the central city. The Robla School District was originally established as the Oak Grove School District in the early 1890s. The district's name was changed to Robla School District in 1916. Robla is a derivative of the Spanish word "roble" which means "cluster of British Oak trees." During the past school year, Glenwood School served 488 transitional kindergarten through sixth grade students on a traditional schedule. Glenwood started its Dual Language Immersion program (DLI) in the 2017-18 school year and expanded the program from two two kindergarten classes this year to matriculate into first grade for the 2018-2019 school year. Next year the DLI program will expand from Kindergarten to 2nd grade.

**Principal's Message:** Glenwood School has an exceptional staff of classroom teachers, instructional assistants, and support staff who are well-trained, knowledgeable, and dedicated to teaching. We strive to foster and create a positive, safe learning environment serving the educational, emotional, and social needs of our students. We are committed to excellence in your child's education and social development. We welcome and encourage you to talk often with your child's teacher about his/her progress and how parents can be involved. Our school has activities to build school spirit, acknowledge academic accomplishments, and celebrate the diverse backgrounds and experiences each child brings to school. Our Dual Language Immersion program is pushing our students to develop enhanced cognitive learning abilities, self-esteem, and lifelong opportunities for success. Parents are invited to become a part of the school community especially opportunities with School Site Council, English Language Advisory Committee, and Parent Teacher Club. It is the parent's continual involvement and support of Glenwood School that strengthens the success of each child. Glenwood School provides an ideal environment for students to reach their highest academic potential. The faculty continual vision is to provide students with an enriched, diverse curriculum, where many cultural celebrations are observed and students are receiving a complete educational experience.

**District Mission Statement:** The mission of the Robla School District, in cooperation with its families and community, is to provide a safe and caring environment where every student succeeds in learning a balanced core curriculum. Strong effective teaching, meaningful learning activities and partnerships with parents develop confident, thoughtful and responsible citizens. Students read, solve problems, access information and work together to communicate ideas as valued members of a diverse community.

## 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            | 87                 |
| Grade 1                 | 68                 |
| Grade 2                 | 70                 |
| Grade 3                 | 66                 |
| Grade 4                 | 60                 |
| Grade 5                 | 60                 |
| Grade 6                 | 61                 |
| <b>Total Enrollment</b> | <b>472</b>         |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 11.2                        |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 12.9                        |
| Filipino                            | 1.3                         |
| Hispanic or Latino                  | 63.3                        |
| Native Hawaiian or Pacific Islander | 4.4                         |
| White                               | 4.2                         |
| Two or More Races                   | 0.8                         |
| Socioeconomically Disadvantaged     | 88.1                        |
| English Learners                    | 53                          |
| Students with Disabilities          | 7.4                         |
| Foster Youth                        | 0.6                         |
| Homeless                            | 19.3                        |

## 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 Glenwood Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 25    | 26    | 26    |
| Without Full Credential                     | 2     | 2     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Robla Elementary    | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 118   |
| Without Full Credential                     | ♦     | ♦     | 6     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

### Teacher Misassignments and Vacant Teacher Positions at Glenwood Elementary School

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

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

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

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

Robla Elementary School District held a public hearing on August 29, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 2019 August**

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
|------------------------|--|
| Reading/Language Arts  | McGraw-Hill/2017<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Mathematics            | Pearson/2015<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Science                | Harcourt/2006<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0   |
| History-Social Science | Grades TK-5: Scott Foresman/2006; Grade 6: Prentice Hall/2006<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |

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

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

Glenwood School was originally constructed in 1993 and is currently comprised of 21 classrooms (including portables), a library, one staff lounge, one staff work room, a cafeteria/multipurpose room, three playgrounds, and the main office. The most recent renovations occurred in 2007 and included installation of new intermediate playground equipment. The chart displays the results of the most recent school facilities inspection.

**Cleaning Process:** Glenwood School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff of two to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

**Maintenance & Repair:** A scheduled maintenance program is administered by Glenwood School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Robla Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

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

**Year and month in which data were collected: 2019 August**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          |   |
| <b>Electrical:</b><br>Electrical                                     | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                   | Good          |   |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          |   |
| <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<br>17-18 | School<br>18-19 | District<br>17-18 | District<br>18-19 | State<br>17-18 | State<br>18-19 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA     | 26              | 30              | 35                | 36                | 50             | 50             |
| Math    | 20              | 20              | 27                | 27                | 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<br>17-18 | School<br>18-19 | District<br>17-18 | District<br>18-19 | State<br>17-18 | State<br>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           | 27.6   | 24.1   | 6.9    |

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                        | 241              | 238           | 98.76          | 29.83                   |
| Male                                | 127              | 126           | 99.21          | 24.60                   |
| Female                              | 114              | 112           | 98.25          | 35.71                   |
| Black or African American           | 32               | 32            | 100.00         | 18.75                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 33               | 33            | 100.00         | 48.48                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 150              | 147           | 98.00          | 27.89                   |
| Native Hawaiian or Pacific Islander | 12               | 12            | 100.00         | 25.00                   |
| White                               | --               | --            | --             | --                      |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 223              | 220           | 98.65          | 29.09                   |
| English Learners                    | 144              | 141           | 97.92          | 29.79                   |
| Students with Disabilities          | 23               | 23            | 100.00         | 13.04                   |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | 54               | 51            | 94.44          | 5.56                    |

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                        | 241              | 240           | 99.59          | 19.58                   |
| Male                                | 127              | 126           | 99.21          | 22.22                   |
| Female                              | 114              | 114           | 100.00         | 16.67                   |
| Black or African American           | 32               | 32            | 100.00         | 12.50                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 33               | 33            | 100.00         | 33.33                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 150              | 149           | 99.33          | 18.12                   |
| Native Hawaiian or Pacific Islander | 12               | 12            | 100.00         | 16.67                   |
| White                               | --               | --            | --             | --                      |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 223              | 222           | 99.55          | 18.92                   |
| English Learners                    | 144              | 143           | 99.31          | 19.58                   |
| Students with Disabilities          | 23               | 23            | 100.00         | 4.35                    |
| Foster Youth                        | --               | --            | --             | --                      |
| Homeless                            | 54               | 53            | 98.15          | 1.85                    |

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)

Parents may participate at Glenwood School by volunteering in the classroom, chaperoning field trips, assisting at school activities, or sitting on committees such as the ELAC, School Site Council, Parent Teacher Club, and Coffee with the Principal. There are also enrichment events that parents can be a part of that help build school culture and connectivity to the school and staff. This past year the school started an aerobic activity each Thursday morning where parents participate in movement exercises focusing on health and wellness. Twice a month parents are invited to our Coffee With The Principal event, where they are able to receive updates and give input about school activities. Staff is dedicated to connecting with parents at school, conferences and events by making home visits and attending community meetings.

The Robla Education Foundation, in partnership with the school community and local businesses, provides resources to support and enrich safe, effective education and social opportunities for children and families in the diverse Robla community.

### 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

Glenwood School strives to maintain a safe, healthy, nurturing and orderly campus that encourages positive attitudes in students and staff. All visitors to Glenwood School must sign in at the office and wear a visitor's pass at all times. This past year a system called Raptor has been implemented where parents and visitors are background checked and must wear a sticker badge at all times while on campus. This ensures all staff that the adult on campus has been checked in and is cleared to be on site.

Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared between playground supervisors, parents, teachers, administration and all adults on campus. If a specific staff person is out or sick, alternate coverage is available to ensure all students have proper supervision.

The School Site Safety Plan is revised annually each year. Results are reviewed immediately with all staff, both certificated and classified. Key elements of the plan focus on disaster preparedness and staff response during an emergency. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and lockdown drills are scheduled every other month. Teachers, staff and administration have also received ALICE active shooter training and have implemented drills to ensure students and staff know what to do in a catastrophic event.

Students at Glenwood School are guided by specific school-wide expectations that promote being a respectful, responsible, ready learner. Students are required to wear school uniforms. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that a good school climate is set by the adults on campus. The strategies used in our school-wide discipline plan is Positive Behavior Interventions and Supports (PBIS) as well as Restorative Practices. Our goal using these particular strategies is to provide students with opportunities to learn and minimize the distractions that take away from their learning. Staff members are expected to teach expected behaviors and use positive reinforcement to promote positive behavior on campus. This past year, every teacher used the PBIS team committee school-wide lesson plans to teacher expectations and behavior norms to each of their classes. These were expectations that were taught and discussed the first 10 days of the school year. These expectations are also reinforced after holidays and long breaks.

Parents and students are informed of discipline policies at the beginning of each school year through a Parent/Student/Teacher Contract, assemblies, and newsletters. The table displays the suspensions and expulsions figures for the school and district. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 4.6     | 3.6     | 3.3     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 4.7     | 3.7     | 1.7     |
| Expulsions Rate                             | 0.0     | 0.0     | 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) | 0                                    |
| Library Media Teacher (Librarian)                   | .10                                  |
| Library Media Services Staff (Paraprofessional)     | .75                                  |
| Psychologist  | .50                                  |
| Social Worker                                       | .50                                  |
| Nurse   | .40                                  |
| Speech/Language/Hearing Specialist                  | 1.0                                  |
| Resource Specialist (non-teaching)                  | 0                                    |
| Other   | 3.0                                  |

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



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

| Grade Level | 2016-17<br>Average<br>Class<br>Size | 2016-17<br># of<br>Classes*<br>Size<br>1-20 | 2016-17<br># of<br>Classes*<br>Size<br>21-32 | 2016-17<br># of<br>Classes*<br>Size<br>33+ | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-20 | 2017-18<br># of<br>Classes*<br>Size<br>21-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-20 | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K           | 23                                  | 1   | 3  |  | 24                                  |   | 4  |  | 23                                  |   | 4  |  |
| 1           | 24                                  |   | 3  |  | 22                                  |   | 3  |  | 23                                  |   | 3  |  |
| 2           | 24                                  |   | 3  |  | 24                                  |   | 3  |  | 23                                  |   | 3  |  |
| 3           | 22                                  | 1   | 2  |  | 23                                  |   | 3  |  | 22                                  |   | 3  |  |
| 4           | 30                                  |   | 2  |  | 31                                  |   | 2  |  | 31                                  |   | 2  |  |
| 5           | 31                                  |   | 2  |  | 29                                  |   | 2  |  | 30                                  |   | 2  |  |
| 6           | 29                                  |   | 2  |  | 30                                  |   | 2  |  | 32                                  |   | 1  | 1  |
| Other**     |                                     |   |  |  |                                     |   |  |  |                                     |   |  |  |

\*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 | 4       | 4       | 4       |

In the Robla School District, we believe in life-long learning, and all staff members in the district are given opportunities to continue their learning. It does not matter how long you have been working as a teacher, an administrator, as a bus driver or as a custodian, there are still new skills to be learned. This is the concept behind professional learning days that take place throughout each school year in the Robla School District.

Each year, the school schedule includes professional learning days for all staff. The first professional learning day is scheduled on the day before the first day of school. The second day is scheduled at the end of the first trimester of the school year. The third day is scheduled at the end of the second trimester of the school year. Students in the district do not attend school on these days in order to allow all staff to participate in learning activities.

For classified staff, the focus of these learning days is based upon learning needs of each department in the school district. Learning for custodians may focus on the correct use of new equipment that has been purchased for use by the custodian in their cleaning duties. Learning for kitchen staff may focus on the use of new equipment or on healthy meal planning or scratch cooking techniques. Secretaries may focus their learning on new office software or on social-emotional learning practices for use with students who come to the office. Each department lead will consider the needs of the staff, seek input from staff members or may be directed to focus on a specific learning need. For example, all staff members at all levels are being training in appropriate response techniques in an active shooter situation. A district team was trained in specific techniques by a consulting firm. The training team then conducts training for different department staff members on different days during the school year, until all staff members have been trained.

For certificated staff, teachers, administrators, and specialists, professional learning has focused since the start of the 2017-2018 on specific high impact instructional practices. The Robla School District in partnership with the Resourcing Excellence in Education (REEd) Center at the University of California at Davis, have defined specific guidelines around effective teaching. These research-based practices focus on specific teacher behaviors and specific student behaviors which increase active learning, language production and higher level thinking in the classroom. Another area of focus is Social/Emotional Learning which provides specific strategies for ensuring schools are calm and students feel safe physically and emotionally.

Professional Learning Support Teachers (PLSTs) then provide on-going support for staff as they take these practices back to their classrooms for implementation. The PLSTs are classroom teachers who work in pairs. Each pair, one at first grade, one at fourth grade and one at sixth grade, offer support in a variety of ways. They might come to a classroom and model a specific teaching practice. They might serve as a substitute in a classroom to allow the teacher to leave and observe another teacher at his/her grade level who has shown exemplary skill with a certain teaching technique. They might team teach a lesson with a teacher and offer coaching in real time as the lesson is taking place. PLSTs are available to teachers at all grade levels and all levels of experience. A teacher may contact them directly for support with all practices that are the focus of our professional learning.

PLSTs and Principals receive on-going training in coaching techniques to ensure that they are gaining skill in effective practices for supporting teachers. Special coaching training sessions take place throughout the school year. Specific techniques are discussed and coaches are then encouraged to put them into practice. Follow-up training sessions allow coaches to share their experiences and refine their skills.

Professional Learning Communities (PLCs) are also at the core of professional learning for all certificated staff. PLC training was provided to all teachers and administrators during the 2017-2018 school year. Our system has been designed to allow teachers to meet in PLC teams throughout the school year. Classroom teachers meet in grade level teams at their school on a weekly basis when their students are in enrichment activities with enrichment teachers.



In addition, District-wide PLC meetings are held once a trimester where all teachers at a grade level are able to meet together as a PLC focused on the needs of that specific grade level. Principals and PLSTs also support this work as they provide coaching to PLC teams as needed or as requested.

Additional Professional Learning activities are offered to all staff after the end of the school day. The focus of these trainings is based upon the needs of staff. Recent focus areas for teachers include technology in the classroom, social-emotional learning, and foundation skills in English Language Arts. All staff members at all levels are also invited to Resilience training, which takes place throughout the school year after school. Resilience focuses on the relationships we have with the members of the community we serve with a special emphasis on cultural sensitivity. This work is done in consultation with the Roberts Family Development Center and our Resilience consultant, Dr. Sara Truebridge.

#### FY 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$49739         | \$49,378                                     |
| Mid-Range Teacher Salary      | \$73628         | \$77,190                                     |
| Highest Teacher Salary        | \$95858         | \$96,607                                     |
| Average Principal Salary (ES) | \$109399        | \$122,074                                    |
| Average Principal Salary (MS) | \$              | \$126,560                                    |
| Average Principal Salary (HS) | \$              | \$126,920                                    |
| Superintendent Salary         | \$146020        | \$189,346                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 36%             | 36%  |
| Administrative Salaries    | 5%              | 6%   |

\* 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 | 8573.31 | 887.15     | 7686.16      | 69,087                 |
| District    | N/A     | N/A        | 6916.64      |                        |
| State       | N/A     | N/A        |              |                        |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 10.5         | -1.7                   |
| School Site/ State   | -16.7        | -5.7                   |

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

English Learner (EL) students receive instruction in English Language Development (ELD) for thirty minutes each day. Classroom instruction is supported by both Spanish, Russian, and Hmong bilingual assistants. Special needs students are identified early and appropriate interventions are utilized by classroom teachers and school staff. Students who still exhibit difficulties are referred to the Student Study Team for consideration, which could include special education, counseling, and other alternative educational approaches. An intervention specialist and two instructional assistants work with identified students in need of academic interventions in math or reading. Glenwood is also in its fifth year in partnership with Reading Partners. This program focuses on one-to-one tutoring for identified students in need of reading support. Tutors from the community support students in twice weekly sessions. All behavioral and academic supports are offered through the MTSS (Multi-Tiered Systems of Support) model where PBIS, Social Emotional Learning, and Academic needs are being analyzed and student needs are being met.

#### 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.