

GLENMOOR ELEMENTARY SCHOOL

4620 Mattos Drive • Fremont, CA 94536 • (510) 797-0740 • Grades K-6

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



Fremont Unified School District

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District Governing Board

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Superintendent

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Debbie Ashmore

**Assistant Superintendent,
Instruction**

Raul M. Zamora, Ed.D.

**Assistant Superintendent, Human
Resources**

School Description

Glenmoor Elementary School is known for high academic achievement and a strong, supportive parent community. In 2016, Glenmoor was the recipient of the California Gold Ribbon Award. Our enrollment is comprised of 715 ethnically and linguistically diverse students residing in the Glenmoor Gardens area of Fremont. Glenmoor is a desirable workplace because of the professional and collaborative staff. In 2019, Glenmoor was recognized as a Professional Learning Community School for the work our teachers are doing to work collaboratively for the betterment of all the students of Glenmoor. This desirability provides an excellent pool of well trained teachers to hire from. Glenmoor staff work most of their careers at our site.

Glenmoor has a very strong, active PTA, which promotes many worthwhile activities for the school. The PTA provides tens of thousands of parent-volunteer hours in classrooms and around the school. As you read this report, we believe you will recognize that we appreciate and build on the unique contributions of all members of the school community, and we are committed to working together to enhance learning for all students.

Glenmoor staff work to address the needs of the whole child. We believe that all students can succeed with the commitment of all teachers, staff, and parents in a positive, safe, supportive, and nurturing learning environment where each child is embraced for their unique character and ability. We provide a balanced education program that inspires intellectual and emotional development. We are very proud of our school, its traditions, and its accomplishments, and we look forward to sharing this report with you.

Our Determined Focus: Provides ample opportunities for ALL students to develop to their full academic potential and become valuable, positive contributors to our global 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	98
Grade 1	100
Grade 2	98
Grade 3	92
Grade 4	94
Grade 5	89
Grade 6	92
Total Enrollment	663

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	46.3
Filipino	4.8
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.9
White	11.9
Two or More Races	4.5
Socioeconomically Disadvantaged	33.6
English Learners	25.6
Students with Disabilities	11.8
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

For the School	17-18	18-19	19-20
With Full Credential	29	31	32
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

Notes:

- "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History -Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Glenmoor was originally built in 1956. During the summer of 2009, Glenmoor went through an extensive roof inspection, resulting in repairs and the resealing of all buildings, as well as new roofs on the kindergarten wing and the office building. In the summer of 2006, the sprinkler system was rebuilt, and the grass was reseeded. Additional parking was installed and a new traffic flow system was initiated. Glenmoor was seismically upgraded in the summer of 2004. At that time, all the restrooms were completely refurbished, air-conditioning was added to areas that did not already have it, and asbestos was removed from the office. Glenmoor has five portable classrooms and one portable science lab, which are all in good condition.

Glenmoor has one day custodian and one and a half night custodians who keep our facilities clean. Each classroom is cleaned every other day, and the restrooms are cleaned every day. District crews remove graffiti and maintain landscaping on a regular schedule. We call district maintenance immediately when problems such as plumbing occur.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/14/2019

System Inspected	Repair Status	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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	70	77	78	50	50
Math	57	62	73	74	38	39

Notes:

- 1) 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.
- 2) ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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	17.4	14.0	50.0

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.

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	357	349	97.76	70.49
Male	188	182	96.81	69.23
Female	169	167	98.82	71.86
Black or African American	--	--	--	--
Asian	152	150	98.68	80.67
Filipino	13	13	100.00	84.62
Hispanic or Latino	109	107	98.17	48.60
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	45	95.74	80.00
Two or More Races	21	21	100.00	90.48
Socioeconomically Disadvantaged	130	125	96.15	44.80
English Learners	140	134	95.71	54.48
Students with Disabilities	41	39	95.12	38.46
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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	357	353	98.88	61.76
Male	188	185	98.40	63.78
Female	169	168	99.41	59.52
Black or African American	--	--	--	--
Asian	152	151	99.34	76.82
Filipino	13	13	100.00	76.92
Hispanic or Latino	109	108	99.08	37.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	46	97.87	65.22
Two or More Races	21	21	100.00	80.95
Socioeconomically Disadvantaged	130	129	99.23	39.53
English Learners	140	138	98.57	47.83
Students with Disabilities	41	39	95.12	38.46
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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)

Glenmoor has many ways for parents to participate in our school, and we encourage parents to help keep our programs running smoothly. Parents are present on a regular basis in classrooms to help teachers with learning centers, to tutor students, and to teach art and music. Parents can join our School Site Council (SSC), which works with administration and staff to help make financial decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families, while GATE parents are important to us to ensure we meet the needs of advanced learners. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. Parents help organize and run a book fair, which help provide more books for the library. The PTA sponsors an annual Fun Run, which provides thousands of dollars in support of afterschool sports, musical theater, campus beautification, classroom art and music instruction, Glenmoor U our after school enrichment program, and classroom teachers and the school. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. We encourage our parents to "be there" for their students on campus and at home. Parents are encouraged to contact teachers whenever they have a concern about their child. We always need new volunteers! If you would like to help out, contact the school office at (510) 797-0740.

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

Staff and parent volunteers monitor the school crosswalks and grounds for 15 minutes before and after school. All recesses and lunchtime are supervised by staff and/or parents. Teachers regularly review the rules for safe, responsible behavior in school and on the playground.

The Safety Committee met on September 24, 2019 to review the plan. We then updated the needed changes with our staff on October 4, 2019.

Before entering campus, all visitors must sign in at the office and receive a visitor badge.

Glenmoor's School Safety Plan is reviewed annually. It includes the required Comprehensive Safety Plan as well as disaster procedures for emergencies and plans to help students learn appropriate behavior. The emergency plan is available in the office for parents and is approved by the School Site Council. We share the plan with all staff during a school wide staff meeting. Teachers review the plan with students at the beginning of each year and as needed throughout the school year.

Each year the PTA inventories classroom and school emergency supplies that are in classrooms and the disaster cargo container as appropriate. Glenmoor holds all required monthly fire, disaster, and earthquake drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.4	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.6
Other	1.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes Size 1-20	2016-17 # of Classes Size 21-32	2016-17 # of Classes Size 33+	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+
K	20	1	4		21	1	4		21	1	4	
1	24		4		24		4		24		4	
2	24		4		23		4		24		4	
3	28		3		28		3		26		3	
4	30		3		29		3		26		4	
5	29		3		30		3		28		3	
6	30		3		24	1	3		25	1	3	
Other	10	1										

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	7708	1140	6568	95111
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.6	8.9
School Site/ State	-4.5	18.9

Notes:

- 1) Cells with N/A values do not require data.
- 2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.