



Glenshire Elementary

10990 Dorchester Drive • Truckee CA 96161 • 530-582-3720 • Grades K-5

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



Tahoe Truckee Unified School District

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District Governing Board

Kim Szczurek - President

Gaylan Larson - Clerk to the Board

Dianna Driller - Board Member

Kirsten Livak - Board Member

Cris Hennessey - Board Member

District Administration

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Superintendent

Valerie Simpson

Executive Director of Educational Services

Todd Rivera

Executive Director of Business Services

Jeff Santos

Executive Director of Student Services

Joan Zappettini

Director of Human Resources

School Description

District Vision

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

Community

Encompassing more than 720 square miles, Tahoe Truckee Unified School District is located in the Sierra Nevada Mountains, 100 miles northeast of Sacramento, and 35 miles west of Reno, Nevada. The District serves more than 3800 students in California's Nevada, Placer, and El Dorado Counties. District boundaries stretch from Hobart Mills, eight miles north of Truckee, to Emerald Bay, near South Lake Tahoe; and from Cisco Grove, twenty miles to the west, to Floriston, fifteen miles to the east.

School Description

At Glenshire Elementary, in partnership with our families and community, students will experience a balanced education addressing the needs of each individual child. For all children to succeed, it is necessary to integrate social, emotional, and physical development with a strong academic curriculum, within a safe, secure and peaceful environment. Glenshire Elementary is a modern facility with a solar design boasting a library, gym, cafeteria, technology lab and a performance stage. The school's unique location on a 25 acre greenbelt provides a beautiful outdoor classroom for field study and for snowshoe adventures.

Glenshire Celebrates hands-on learning explorations; comprehensive programs in music, technology, P.E., science, art, and counseling. Specialists include special education, speech/language therapy, occupational therapy, and reading intervention. Enrichment opportunities include: yoga, ceramics, guitar, drama, piano and technology, Second Step program for social emotional growth and character development, relevant field excursions, service learning opportunities, family partnerships, PTO, and dedicated parent volunteers.

Climate for Learning

At Glenshire Elementary we value student voice. Opportunities for input are provided through Safe School Ambassadors, community service, sports, student assistance programs, and the development of healthy living practices.

Students are taught to be Kind, Respectful, Safe and Responsible. Behavioral expectations are shared with students and parents in the student handbook and are reinforced throughout the year at assemblies, on the school website, in school publications, and through parent-teacher conferences.

School Leadership

School Leadership at Glenshire Elementary is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals.

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	102
Grade 1	82
Grade 2	84
Grade 3	93
Grade 4	83
Grade 5	95
Total Enrollment	539

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Hispanic or Latino	9.5
Native Hawaiian or Pacific Islander	0.2
White	85.2
Two or More Races	3.5
Socioeconomically Disadvantaged	16.9
English Learners	3.7
Students with Disabilities	10.6
Homeless	0.4

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 Glenshire Elementary	17-18	18-19	19-20
With Full Credential	34	36	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tahoe Truckee Unified	17-18	18-19	19-20
With Full Credential	♦	♦	259
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Glenshire Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	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)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders TK-5 ©2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill, Everyday Mathematics © 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education Foss K-5 © 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman, History-Social Studies © 2006 The textbooks listed are from most recent adoption: Yes 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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	MPR: 4. WATER STAIN CEILING TILES 7. 6 LIGHT PANELS ARE OUT 12. DRAIN COVER IS MISSING ON WEST SIDING P M30: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MPR: 4. WATER STAIN CEILING TILES 7. 6 LIGHT PANELS ARE OUT 12. DRAIN COVER IS MISSING ON WEST SIDING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	MPR: 4. WATER STAIN CEILING TILES 7. 6 LIGHT PANELS ARE OUT 12. DRAIN COVER IS MISSING ON WEST SIDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P M29: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM AT STAIRS
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	73	59	61	50	50
Math	70	72	54	54	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.

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	273	271	99.27	72.69
Male	135	135	100.00	68.15
Female	138	136	98.55	77.21
Black or African American	--	--	--	--
Hispanic or Latino	28	28	100.00	53.57
White	234	232	99.15	74.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15	54.72
English Learners	18	18	100.00	44.44
Students with Disabilities	36	36	100.00	30.56

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	5.6	29.2	59.6

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.

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	273	271	99.27	71.96
Male	135	135	100.00	72.59
Female	138	136	98.55	71.32
Black or African American	--	--	--	--
Hispanic or Latino	28	28	100.00	46.43
White	234	232	99.15	74.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15	54.72
English Learners	18	18	100.00	38.89
Students with Disabilities	36	36	100.00	33.33

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 and the community are very supportive of the educational programs at Glenshire Elementary and this involvement is what helps our school thrive.

School Site Council and the Parent Teacher Organization (PTO) provide many opportunities for parent participation. PTO volunteers put on fundraising events to provide additional resources for our students, including enrichment and athletics. Parents are always welcome and encouraged to volunteer at the school and in the classroom. Another opportunity for parent involvement is the English Learner Advisory Council (ELAC).

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

The safety of students and staff is a primary concern of Glenshire Elementary. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The School Site Safety Plan was most recently revised in the fall of 2019 by the Safety Committee. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Healthy Kids Survey Results
- ALICE training safety protocol

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.4	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.2	2.4	2.9
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*	539.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.5

* 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	21	2	3		20	3	2		20	4	1	
1	22		4		20	3	1		21	2	2	
2	22		4		24		4		21		4	
3	22		4		21	2	2		23		4	
4	27		3		23		4		28		3	
5	27		3		29		3		24		4	
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	16	16	16

Educational research supports that the most critical factor contributing to a student's success in school is the quality of the teaching. The way Tahoe Truckee Unified School District better ensures top-notch teaching and learning is via high-quality professional development (PD.) A variety of options are available and range from formal-type workshops or seminars and informal-types such as discussions among colleagues, independent reading, observing a colleague's lesson or participating in coaching with one of our many Academic Coaches. The frequency of PD varies with the structure and purpose. Amongst teacher teams at the school site level, it frequently occurs weekly, if not daily, focuses on how students' are progressing toward learning goals, and its purpose is to identify additional teaching strategies that will further increase student learning. When determining the topics and focus of professional development sessions, we assess the needs of our students and teachers and review current research to ensure we remain at the forefront of educational knowledge and strategies. We are committed to continuing to provide engaging, focused and relevant professional development for all the educators in the Tahoe Truckee Unified School District so that all students are ready for college, career, and life.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,754	\$46,208
Mid-Range Teacher Salary	\$74,518	\$72,218
Highest Teacher Salary	\$106,066	\$92,742
Average Principal Salary (ES)	\$128,192	\$134,864
Average Principal Salary (MS)	\$134,390	\$118,220
Average Principal Salary (HS)	\$146,985	\$127,356
Superintendent Salary	\$214,533	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	33%
Administrative Salaries	6%	6%

* 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	\$15,180	\$4,931	\$10,249	\$92,654
District	N/A	N/A	\$10,788	\$80,358.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.1	12.6
School Site/ State	36.0	25.9

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

In addition to general state funding, Tahoe Truckee Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Technology
- Title III, English as a Second Language

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.