

# Glenwood Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

| Entity                            | Contact Information     |
|-----------------------------------|-------------------------|
| School Name                       | Glenwood Elementary     |
| Street                            | 2005 North Alpine Rd.   |
| City, State, Zip                  | Stockton, CA 95215-9763 |
| Phone Number                      | (209) 931-3229          |
| Principal                         | Wendy Heinze            |
| Email Address                     | wheinze@lindenUSD.com   |
| Website                           | www.lindenUSD.com       |
| County-District-School (CDS) Code | 39 68577 6041966        |

| Entity                | Contact Information                |
|-----------------------|------------------------------------|
| <b>District Name</b>  | Linden Unified School District     |
| <b>Phone Number</b>   | (209) 887-3894                     |
| <b>Superintendent</b> | Mr. Rick Hall                      |
| <b>Email Address</b>  | lindensuperintendent@lindenUSD.com |
| <b>Website</b>        | www.lindenUSD.com                  |

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

Glenwood Elementary School is in the Linden Unified School District, a medium-sized rural district serving approximately 2,337 students in grades K-12. The District is located in the eastern part of San Joaquin County and is comprised of four elementary schools, one comprehensive high school, and one alternative high school. Glenwood Elementary School is a kindergarten through eighth grade elementary school with an enrollment of 438 students. Glenwood School's Mission Statement was updated with input from all stakeholders:

Glenwood School is where all children flourish. This will be accomplished by creating a challenging learning environment in which all students will learn and succeed in a bully free environment.

Each student will:

- \* gain confidence in oneself
- \* Become creative thinkers
- \* Be kind
- \* Show empathy for others

Each child will be encouraged to:

- \* Think highly of oneself
- \* Have good reading and study skills
- \* Collaborate with others

Each child will show:

- \* Confidence in oneself
- \* A feeling of self worth
- \* Excitement for learning
- \* Excitement for excelling
- \* Excitement for others

Each child will know:

- \* They matter
- \* Their viewpoints are important
- \* Different ways to problem solve

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

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 48                 |
| Grade 1          | 38                 |
| Grade 2          | 52                 |
| Grade 3          | 52                 |
| Grade 4          | 50                 |
| Grade 5          | 33                 |
| Grade 6          | 58                 |
| Grade 7          | 44                 |
| Grade 8          | 33                 |
| Total Enrollment | 408                |

### Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.7                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 2.2                         |
| Filipino                            | 0.5                         |
| Hispanic or Latino                  | 66.7                        |
| Native Hawaiian or Pacific Islander | 1                           |
| White                               | 25.2                        |
| Two or More Races                   | 3.2                         |
| Socioeconomically Disadvantaged     | 80.4                        |
| English Learners                    | 28.2                        |
| Students with Disabilities          | 13.5                        |
| Foster Youth                        | 0.2                         |
| Homeless                            | 0.2                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Credentials

| Teachers   | School<br>2017-18 | School<br>2018-19 | School<br>2019-20 | District<br>2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential   | 15                | 16                | 17                | 102                 |
| Without Full Credential  | 1                 | 1                 | 3                 | 13                  |
| Teaching Outside Subject Area of Competence (with full credential) | 0                 | 0                 | 0                 | 0                   |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

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

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

Year and month in which data were collected: August 2019

| Subject                | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts  | McGraw Hill, Wonders (Adopted 2016/17)<br>Benchmark, Benchmarks (Adopted 2016/17)<br>McGraw Hill, Study Sync (Adopted 2016/17)          | Yes                        | 0  |
| Mathematics            | McGraw Hill, Everyday Math, 2016 K-5 (Adopted 2014/15)<br>McGraw Hill, California Math, 2016 6-8 (Adopted 2014/15)                      | Yes                        | 0  |
| Science                | MacMillan/McGraw, Science for Grade K-5 (Adopted 4/18/2007)<br>Pearson-Prentice Hall, Science for Grade 6-8 (Adopted 4/18/2007)         | Yes                        | 0  |
| History-Social Science | Houghton Mifflin; History Social Science, 2006 K-5 (Adopted 3/21/2006)<br>Holt, California Social Studies, 2006 6-8 (Adopted 3/21/2006) | Yes                        | 0  |
| Health                 | Glencoe Health 6-12 (Adopted 2005); Teen Talk, Health-Connected (Adopted 2017)  | Yes                        | 0  |

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

Upper Grade restrooms were remodeled and modernized during the summer, 2016. The entire campus was completed with asphalt and seal coating this summer, 2017. Flooring in the Multi-Purpose Room was replaced this summer as well. The Hallway corridor roof system was replaced over the past year.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 8/2/2019

| System Inspected  | Rating | Repair Needed and Action Taken or Planned   |
|---|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good   |   |
| <b>Interior:</b> Interior Surfaces                                      | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good   | Housekeeping and Cleanliness of cafeteria needs to be consistent. Working with staff.   |
| <b>Electrical:</b> Electrical   | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good   | Room 12 fountain inoperative. Corrected 10/2020<br>Boys restroom hand dryer and door damaged outside. Dryer repaired 8/19. Door repair scheduled for 2020.<br>Repair/replace upper grade boys and girls restroom doors. Scheduled 2020. |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good   | Portable dry rot at Room 8  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good   | Some uneven pavement at middle playground. Scheduled repair 2020.   |
| <b>Overall Rating</b>   | Good   |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject   | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 35                | 36                | 42                  | 40                  | 50               | 50               |
| Mathematics<br>(grades 3-8 and 11)                    | 27                | 25                | 32                  | 32                  | 38               | 39               |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                        | 274                 | 274              | 100.00            | 0.00                     | 35.77                         |
| Male                                | 136                 | 136              | 100.00            | 0.00                     | 30.15                         |
| Female                              | 138                 | 138              | 100.00            | 0.00                     | 41.30                         |
| Black or African American           | --                  | --               | --                | --                       | --                            |
| American Indian or Alaska Native    | --                  | --               | --                | --                       | --                            |
| Asian                               | --                  | --               | --                | --                       | --                            |
| Filipino                            |                     |                  |                   |                          |                               |
| Hispanic or Latino                  | 187                 | 187              | 100.00            | 0.00                     | 32.09                         |
| Native Hawaiian or Pacific Islander | --                  | --               | --                | --                       | --                            |
| White                               | 64                  | 64               | 100.00            | 0.00                     | 43.75                         |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | 11               | 11            | 100.00         | 0.00               | 54.55                   |
| Socioeconomically Disadvantaged               | 224              | 224           | 100.00         | 0.00               | 32.14                   |
| English Learners                              | 99               | 99            | 100.00         | 0.00               | 22.22                   |
| Students with Disabilities                    | 40               | 40            | 100.00         | 0.00               | 17.50                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      | --               | --            | --             | --                 | --                      |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 274              | 274           | 100.00         | 0.00               | 24.82                   |
| Male  | 136              | 136           | 100.00         | 0.00               | 25.74                   |
| Female  | 138              | 138           | 100.00         | 0.00               | 23.91                   |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | --               | --            | --             | --                 | --                      |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 187              | 187           | 100.00         | 0.00               | 21.93                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| White   | 64               | 64            | 100.00         | 0.00               | 32.81                   |
| Two or More Races                             | 11               | 11            | 100.00         | 0.00               | 36.36                   |
| Socioeconomically Disadvantaged               | 224              | 224           | 100.00         | 0.00               | 21.43                   |
| English Learners                              | 99               | 99            | 100.00         | 0.00               | 17.17                   |
| Students with Disabilities                    | 40               | 40            | 100.00         | 0.00               | 15.00                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth  |                  |               |                |                    |                         |
| Homeless      | --               | --            | --             | --                 | --                      |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 18.8   | 15.6   | 18.8  |
| 7           | 22.0   | 24.4   | 29.3  |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are actively involved in the educational programs at Glenwood Elementary School through School Site Council (SSC), Teacher-Parent Club (TPC), English Language Advisory Committee (ELAC), District ELAC, classroom volunteers, parent training nights, family academic activity nights, and the Eighth Grade Graduation Committee. Parents volunteer for a wide variety of activities such as the Fall Festival, Book Faire, Heritage Night, ELD Potlucks, Honor Roll, TPC sponsored family events, and Glenwood Family Nights. There is a high level of parent participation on field trips. Some of the field trip opportunities offered to students are third grade students experience California as it was in the 1800's through Valley Days and each May they take an overnight field trip where third graders learn and see the wonders of Yosemite. The Yosemite Trip is usually attended by almost all third grade parents. The classroom teachers and site administrator host a kindergarten orientation, Back-To-School night, Science Night, parent education nights, family movie nights, and Open House annually.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate               | School<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 4.2               | 5.0               | 5.3               | 4.5                 | 5.7                 | 6.8                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.2               | 0.2                 | 0.3                 | 0.5                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

Glenwood School has a School Safety Plan that was prepared by administrators, certificated and classified staff, and parents. All staff provide a proactive approach to maintain a safe school. Bullying is not tolerated and students and staff are trained in PBIS. Students are "caught being good" and can earn rewards for good behavior. In addition, the school is participating in the Leader In Me program. In our third year, we are focusing on academic achievement through best teaching practices. Staff is provided opportunities for training related to assaultive behavior, active shooter, crisis response, child abuse, and suicide prevention. Students and staff take great pride in Glenwood School. The school serves as a community center for club meetings, Extended Learning Program (After School Program), youth sports, community activities and tutorial programs after school. The school grounds also serve as a park, the baseball diamonds are used by the community Little League organization, the field is used for Linden Youth Soccer, and the Multi-purpose Room hosts basketball practices and games. Vandalism at Glenwood School is minimal. Glenwood staff is regularly visible during school events such as Citizenship Assemblies, School hosted dances, and Honor Roll Assemblies.

## D. Other SARC Information

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

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

| Grade Level | 2016-17<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           | 27                                  |   | 2  |  | 26                                  |   | 2  |  | 24                                  |   | 2  |  |
| 1           | 24                                  |   | 2  |  | 26                                  |   | 2  |  | 20                                  | 2   |  |  |
| 2           | 24                                  |   | 1  |  | 25                                  |   | 2  |  | 26                                  |   | 2  |  |
| 3           | 25                                  |   | 2  |  | 23                                  |   | 2  |  | 26                                  |   | 2  |  |
| 4           | 30                                  |   | 10   |  | 32                                  |   | 5  |  | 25                                  |   | 10   |  |
| 5           | 26                                  |   | 10   |  | 31                                  |   | 10   |  | 30                                  | 1   |  | 5  |
| 6           | 26                                  | 1   | 5  |  | 24                                  |   | 11   |  | 27                                  | 1   | 8  |  |
| 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.

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

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | .0    |

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

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .3                                   |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  |                                      |
| Social Worker   |                                      |
| Speech/Language/Hearing Specialist                            | 1.0                                  |
| Resource Specialist (non-teaching)                            | 1.8                                  |

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

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

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | 6930.08                      | 1217.70                             | 5712.38                               | 66364.06               |
| District                                      | N/A                          | N/A                                 | 5772.43                               | \$69,553.00            |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -1.0                                  | -4.7                   |
| State   | N/A                          | N/A                                 | \$7,506.64                            | \$72,949.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -27.1                                 | -9.5                   |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Glenwood School is currently providing Resource Specialist, Title I Reading and Math Intervention, Band, Choir, Bilingual Aides, Translator, Extended Learning After School Programs, Homework Clubs (Success Shop), Speech and Language Programs, Elementary Music Instruction, Drama Club, Library Services, Computer Support Services, and EL support and intervention programs.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$44,537        | \$46,208                                     |
| Mid-Range Teacher Salary                      | \$68,674        | \$72,218                                     |
| Highest Teacher Salary                        | \$87,058        | \$92,742                                     |
| Average Principal Salary (Elementary)         | \$101,876       | \$134,864                                    |
| Average Principal Salary (Middle)             | \$0             | \$118,220                                    |
| Average Principal Salary (High)               | \$112,076       | \$127,356                                    |
| Superintendent Salary                         | \$141,566       | \$186,823                                    |
| Percent of Budget for Teacher Salaries        | 35%             | 33%  |
| Percent of Budget for Administrative Salaries | 7%              | 6%   |

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

### Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4       | 4       | 4       |

During the 2019-2020 school year, the district focused on the Social Emotional development of children. This included guest speakers on brain-based learning, trauma informed practices, and the Nurtured Heart philosophy. Teachers were able to use social emotional screener data to support students with growth mindset, self-efficacy, self-awareness, and social awareness in the classrooms and around school grounds. The district also adopted the initiative #ICANHELP to educate and empower students to use social media positively. To support safe campuses, the district received professional development and began implementation of the H.E.R.O. program to teach students how to prevent and survive active shooter incidents and other types of violent threats.

During the 2018-2019 school year, the district focused on Kagan Strategies for Student Engagement. All three professional development days were focused on instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.

During 2017-2018 school year, the district Professional Development for teachers has focused on Next Generation Science Standards. There are three full training days with county guided science experts. Teachers then work in grade level groupings to further prepare the science materials for classroom instruction. In addition, many of the early release Wednesdays during the school year have also been devoted to continued training with the NGSS. The district has also established a Science Cadre in which designated grade level teachers (voluntary) were trained to assist their grade level in deeper understanding of NGSS and their implementation. Also, during the summer preceding this school year, the district invited teachers to meet by grade level with a trainer from the publisher of our new math curriculum. The purpose of the week long session was to create a usable, consistent pacing guide for mathematics instruction by grade level.

The district has also hired two instructional coaches. One is focused on ELA and ELD instructional strategies while the other is focused on mathematics instruction and utilizing technology in the classroom. They are functioning to do district or site training as well as working with individual teachers in the classroom. These coaches are funded through Title I categorical funds.

Instructional aides are provided training both from outside sources (usually county office of education opportunities) as well as individual one-on-one training to be sure they possess skills and strategies for teaching literacy. Custodial and Maintenance staff have received a full day of training in strategies related to their positions. The secretarial staff receives annual training in areas affecting the current legal requirements they must know to perform their jobs accurately.

At Glenwood, additional training opportunities for teachers and aides outside of the regular school day are available on occasion. Some of this training includes English Language Development, SBAC Assessment training, Technology, AVID, NGSS, etc. During site PD days, the staff is learning a variety of student engagement strategies this school year. In addition, the Leader in Me program continues training and development with the staff. Academic development is the focus this year with teaching strategies incorporated into the training.