Glenwood Elementary
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	wheinze@sjcoe.net
Web Site	www.lindenusd.com
CDS Code	39 68577 6041966

District Contact Information	
District Name	Linden Unified School District
Phone Number	(209) 887-3894
Superintendent	Mr. Rick Hall
E-mail Address	rihall@sjcoe.net
Web Site	www.lindenusd.com

School Description and Mission Statement (School Year 2017-18)

Glenwood Elementary School is in the Linden Unified School District, a medium-sized rural district serving approximately 2,252 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 405 students as of November, 2017. 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 2016-17)

Grade Level	Number of Students
Kindergarten	54
Grade 1	47
Grade 2	39
Grade 3	34
Grade 4	60
Grade 5	51
Grade 6	29
Grade 7	45
Grade 8	41
Total Enrollment	400

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	2.5
Filipino	0.8
Hispanic or Latino	68
Native Hawaiian or Pacific Islander	0.3
White	25.5
Two or More Races	1
Socioeconomically Disadvantaged	77.5
English Learners	28
Students with Disabilities	12
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	17.5	15	105
Without Full Credential	1	1	1	9
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	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 2017-18)

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders (Adopted 2016/17) Benchmark, Benchmarks (Adopted 2016/17) McGraw Hill, Study Sync (Adopted 2016/17)	Yes	0
Mathematics	McGraw Hill, Everyday Math, 2016 K-5 (Adopted 2014/15) McGraw Hill, California Math, 2016 6-8 (Adopted 2014/15)	Yes	0
Science	MacMillan/McGraw, Science for Grade K-5(Adopted 4/18/2007)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)Holt, California Social Studies, 20066-8 (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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/27/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			MPR floor tiles replaced in summer, 2017
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Upper grade restrooms remodeled and updated in Summer, 2016
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Hallway ciorridor roof system replaced 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt and seal coating completed during summer 2017.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/27/2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	35	30	43	42	48	48
Mathematics (grades 3-8 and 11)	24	25	30	31	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	257	100	29.57
Male	126	126	100	26.19
Female	131	131	100	32.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	174	174	100	27.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	63	100	34.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	202	202	100	24.26
English Learners	104	104	100	19.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	31	31	100	3.23
Students Receiving Migrant Education Services	11	11	100	18.18

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	257	100	24.51
Male	126	126	100	23.81
Female	131	131	100	25.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	174	174	100	18.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	63	100	38.1
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	202	202	100	19.8
English Learners	104	104	100	10.58
Students with Disabilities	31	31	100	3.23
Students Receiving Migrant Education Services	11	11	100	9.09

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44	50	49	50	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.5	19.1	21.3
7	13.3	11.1	26.7

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, Annual Trap and Skeet Meet, 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. Fourth grade students travel to the Monterey Bay Aquarium and visit a mission. The classroom teachers and site administrator host a kindergarten orientation, Back-To-School night, Science Night, parent education 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.2	4.6	4.2	6.7	6.0	4.5	3.8	3.7	3.6
Expulsions	0.5	0.0	0.0	0.4	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Glenwood School has a well-developed 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, parents, and staff have been trained through the No Bully.com program. Teachers and staff are currently using The Positive Behavioral Interventions and Supports program. Students are "caught being good" and can earn rewards for good behavior. Staff is provided opportunities for training related to assaultive behavior, 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. Private security is utilized during the school graduation.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		2		22		2		27		2	
1	23		1		22		1		24		2	
2	26		2		24		2		24		1	
3	26		2		27		2		25		2	
4	17	5		4	25		10		30		10	
5	35	2		5	30		5		26		10	
6	23	3	6		29	1	5		26	1	5	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.20	200
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5393	2161.26	4559.20	66364.06
District	N/A	N/A	3568.78	$68,713
Percent Difference: School Site and District	N/A	N/A	24.4	-3.5
State	N/A	N/A	$6,574	$69,649
Percent Difference: School Site and State	N/A	N/A	-36.2	-4.8

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

Types of Services Funded (Fiscal Year 2016-17)

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, Title One, Elementary Music Instruction, Drama Club, Library Services, Computer Support Services, and EL support and intervention programs.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,391	$44,144
Mid-Range Teacher Salary	$65,365	$69,119
Highest Teacher Salary	$82,863	$86,005
Average Principal Salary (Elementary)	$87,332	$106,785
Average Principal Salary (Middle)		$111,569
Average Principal Salary (High)	$99,898	$121,395
Superintendent Salary	$141,566	$178,104
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

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.