

# Glenoaks Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Winfred Roberson
<b>E-mail Address</b>	<a href="mailto:wroberson@gusd.net">wroberson@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Glenoaks Elementary
<b>Street</b>	2015 East Glenoaks Blvd.
<b>City, State, Zip</b>	Glendale, Ca, 91206-2911
<b>Phone Number</b>	818-242-3747
<b>Principal</b>	Daniel DiMundo, Principal
<b>E-mail Address</b>	<a href="mailto:ddimundo@gusd.net">ddimundo@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013692

*Last updated: 1/23/2019*

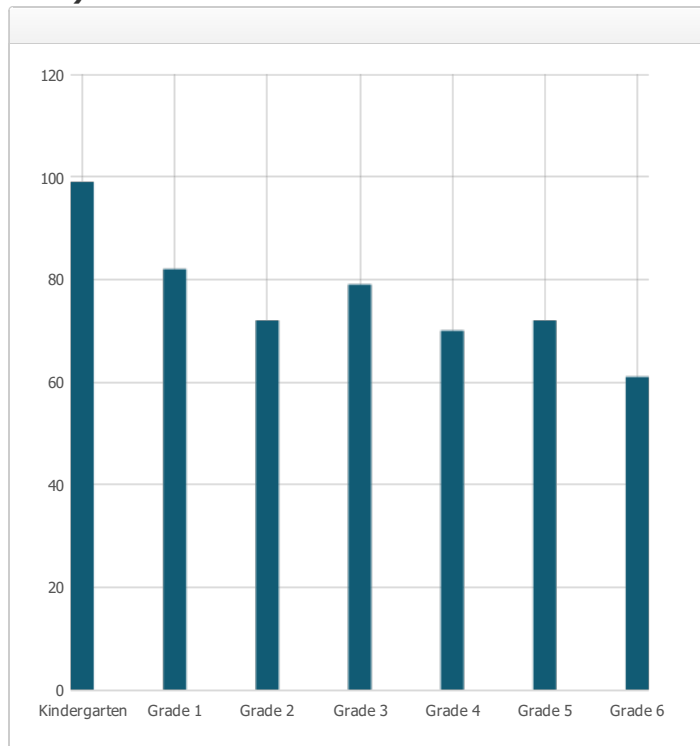
### School Description and Mission Statement (School Year 2018—19)

Glenoaks Elementary is a neighborhood school that, in partnership with families and community members, stimulates all students to be life-long, respectful and responsible learners. We are committed to providing a positive and safe environment that empowers ALL individuals to be socially and academically successful in order to be community contributors. We are preparing students for THEIR future.

*Last updated: 1/23/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	99
Grade 1	82
Grade 2	72
Grade 3	79
Grade 4	70
Grade 5	72
Grade 6	61
<b>Total Enrollment</b>	<b>535</b>



Last updated: 1/23/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	%
Asian	5.4 %
Filipino	7.1 %
Hispanic or Latino	16.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	65.4 %
Two or More Races	3.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.2 %
English Learners	23.6 %
Students with Disabilities	11.6 %
Foster Youth	0.2 %

## A. Conditions of Learning

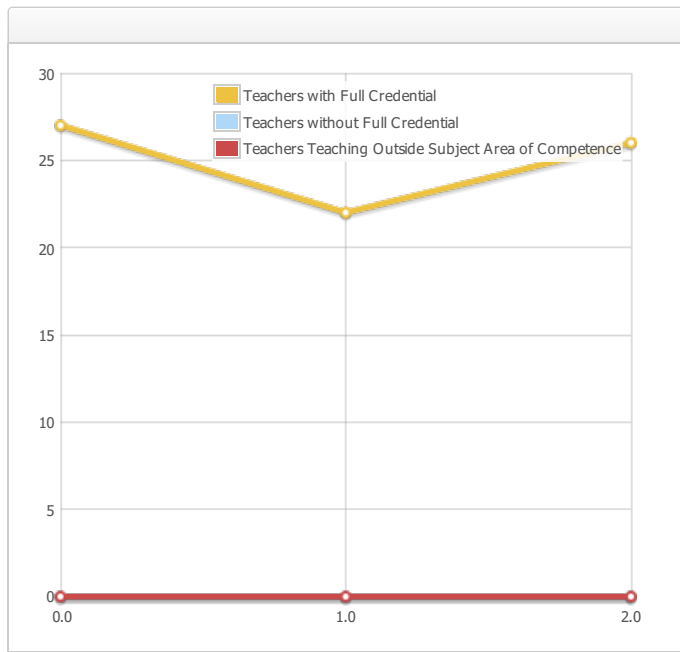
### State Priority: Basic

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

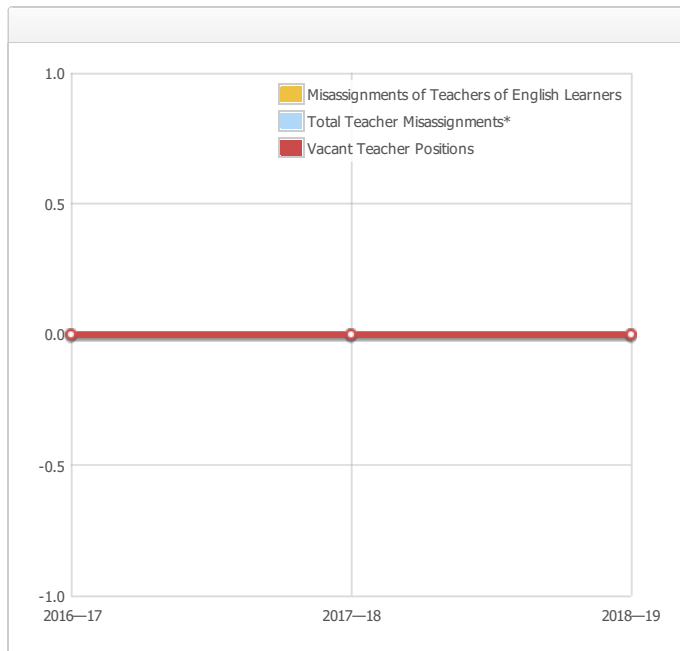
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	22	26	1125
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	55



Last updated: 1/23/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/23/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: November 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Houghton Mifflin/Harcourt - Excursions/2012 McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	MacMilan McGrawHill - Everyday Math/1997 GUSD "Guides for Extraordinary Mathematics for Students (GEMS)" Open Source Curriculum	Yes	0.0 %
Science	MacMilan McGrawHill - California Science/2007	Yes	0.0 %
History-Social Science	Harcourt - Reflections:California Series/2006 MacMilan McGrawHill - California Vistas/2006 McDougal Littell - World History: Ancient Civilization/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2019

## School Facility Conditions and Planned Improvements

The main building housing the administrative offices, several classrooms, the computer lab, and staff work areas, was constructed in 1930. The annex building, which houses four classrooms, was completed during the 1940's. The auditorium and cafeteria areas were finished in the 1950's and the two-story building, containing 10 classrooms, was completed in the 1960's. Since 1980, we have added twelve additional bungalows to our campus. The facility underwent modernization in the period of 2004-2006. There are four major playground areas on the campus. The "Tan Mat" area has two play structures that were finished in 2006. The Middle Terrace, which is primarily used by students in grades one through four, was resurfaced in the summer of 2007. Concurrently, the Glenoaks Elementary School Foundation funded the expansion of the grassy area on the Middle Terrace. The Upper Terrace is used primarily by students in grades five and six and our kindergarten students utilize the play structure in front of the kindergarten classrooms.

*Last updated: 1/23/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

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	
<b>Electrical:</b> Electrical	Good	loose cover in one room lights out in 2 rooms
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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*Last updated: 1/23/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	58.0%	61.0%	63.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	52.0%	50.0%	53.0%	37.0%	38.0%

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.

*Last updated: 1/25/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	279	98.59%	58.06%
Male	153	151	98.69%	56.95%
Female	130	128	98.46%	59.38%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	16	16	100.00%	50.00%
Filipino	17	16	94.12%	68.75%
Hispanic or Latino	46	46	100.00%	34.78%
Native Hawaiian or Pacific Islander	--	--	--	
White	185	182	98.38%	63.74%
Two or More Races	13	13	100.00%	69.23%
Socioeconomically Disadvantaged	106	105	99.06%	43.81%
English Learners	82	80	97.56%	42.50%
Students with Disabilities	32	30	93.75%	30.00%
Students Receiving Migrant Education Services				
Foster Youth				

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.

*Last updated: 1/25/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	281	98.94%	52.31%
Male	154	151	98.05%	57.62%
Female	130	130	100.00%	46.15%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	16	16	100.00%	56.25%
Filipino	17	17	100.00%	52.94%
Hispanic or Latino	46	46	100.00%	26.09%
Native Hawaiian or Pacific Islander	--	--	--	
White	186	183	98.39%	58.47%
Two or More Races	13	13	100.00%	69.23%
Socioeconomically Disadvantaged	106	106	100.00%	38.68%
English Learners	82	82	100.00%	42.68%
Students with Disabilities	33	30	90.91%	23.33%
Students Receiving Migrant Education Services				
Foster Youth				

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.

*Last updated: 1/25/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/25/2019*

# 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

## California Physical Fitness Test Results (School Year 2017–18)

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	16.7%	25.0%	41.7%

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.

*Last updated: 1/23/2019*

## 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 2018—19)

We encourage parent involvement in all areas of the school program. Parents regularly volunteer in the classroom, library, and computer lab. Each classroom has at least one room captain who is the liaison between the classroom parents and the teacher planning the student activities. The PTA and Glenoaks Elementary School Foundation (GESF) are active in fundraising activities to support the school. Our PTA supports our students' instructional programs in a variety of ways. Field trips, assemblies, library, and playground equipment and structures are just a few examples. GESF has had a focus on the arts the past year and funds a ceramics teacher to perform projects with all students twice a year and a music teacher who works with all Kindergarten, 1st grade and SDC classes. GESF also provides funding for an outside agency to provide a physical education program for T/K through 3rd grade classes. The school, PTA and GESF work together to provide numerous activities outside of the school day that encourage parent participation.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

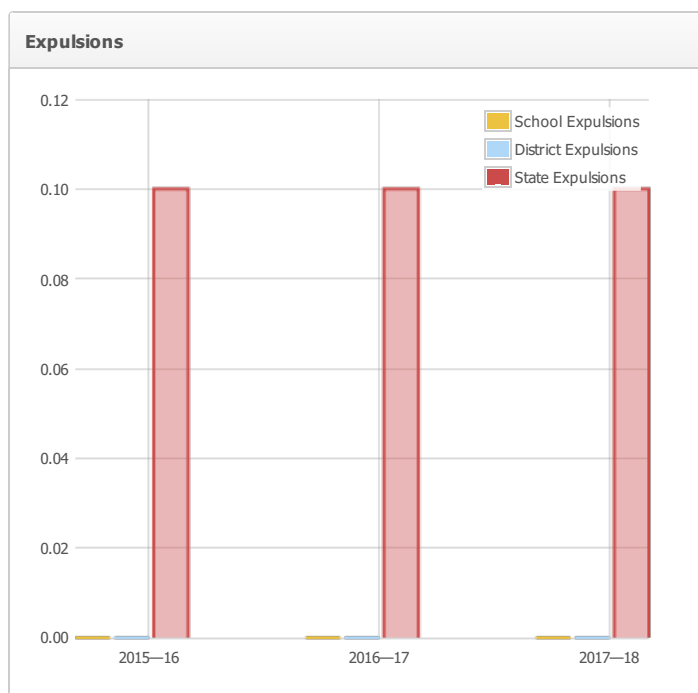
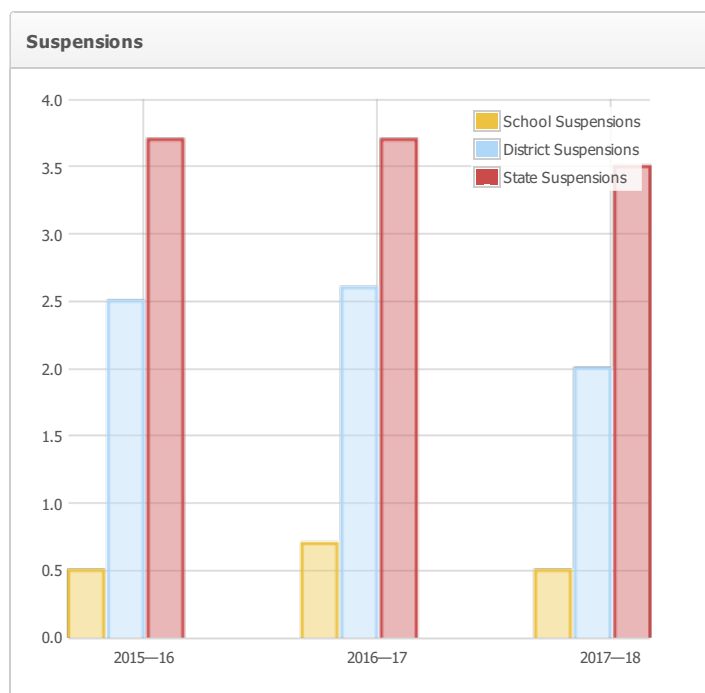
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.5%	0.7%	0.5%	2.5%	2.6%	2.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

## School Safety Plan (School Year 2018—19)

Safety is a top priority on our campus. We look to the physical well-being of our students, as well as their emotional and social well-being. For instance our full-time school psychologist provides counseling groups for students to develop skills to make friends as well as for strategies to self-manage behaviors.

Glenoaks is a closed campus. The campus is completely fenced and gates are locked each morning after the arrival of the students. The main office is the only entrance to the campus. All visitors must sign in and take a visitor's badge before gaining admission to the campus during the school day. School staff supervises students from the time of their arrival until their departure. Teachers supervise during morning recess, while noon duty assistants supervise the students during lunch time and after school. Students are not allowed on campus until 7:30 a.m., and unless they are engaged in an afterschool activity or program, they must be picked up 15 minutes after dismissal.

Our School Safety Plan is revised every year. Staff and parents participate in this process. Our students practice scheduled monthly drills (fire, earthquake, lockdown). Students understand expectations for behavior as they go through the appropriate practice steps. Students are encouraged to inform staff of major issues that occur on the playground. This information is dealt with immediately by the staff.

Last updated: 1/23/2019

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	4	
1	22.0		3	
2	20.0	2	1	
3	19.0	3	2	
4	34.0			2
5	34.0			3
6	35.0			2
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	4	
1	24.0		3	
2	25.0		3	
3	19.0	2	3	
4	36.0			2
5	33.0		1	1
6	32.0		3	
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	25.0		2	
2	23.0		3	
3	27.0	1	2	1
4	35.0			2
5	36.0			2
6	31.0		2	
Other**	10.0	1		

\* 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.

Last updated: 1/23/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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.

*Last updated: 1/23/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6308.0	\$1041.0	\$5267.0	\$83311.0
District	N/A	N/A	\$5500.0	\$81909.0
Percent Difference – School Site and District	N/A	N/A	-4.3%	1.7%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-29.9%	3.1%

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

*Last updated: 1/23/2019*



## Types of Services Funded (Fiscal Year 2017—18)

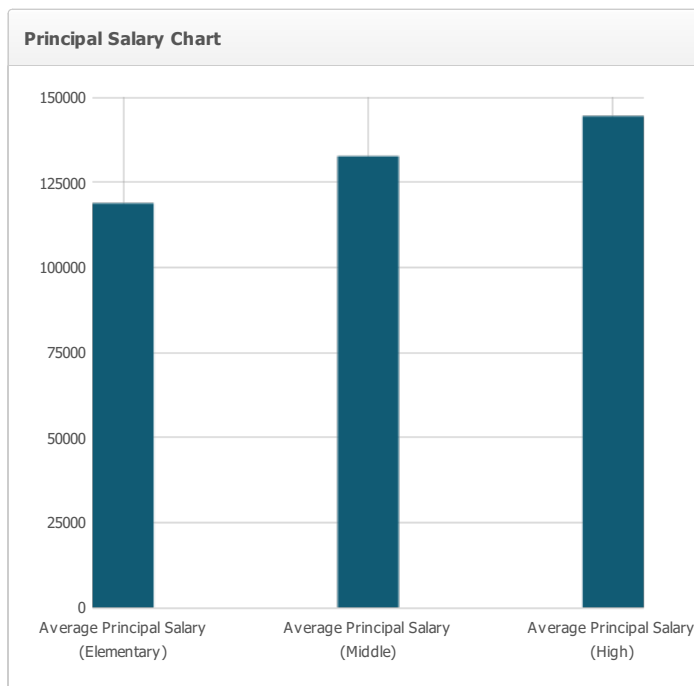
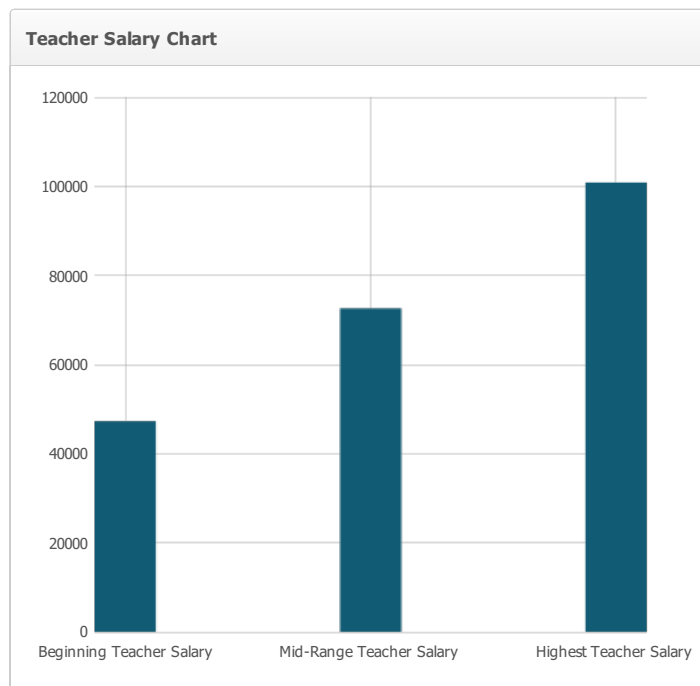
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and Foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/23/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,289	\$47,903
Mid-Range Teacher Salary	\$72,596	\$74,481
Highest Teacher Salary	\$100,827	\$98,269
Average Principal Salary (Elementary)	\$118,817	\$123,495
Average Principal Salary (Middle)	\$132,637	\$129,482
Average Principal Salary (High)	\$144,445	\$142,414
Superintendent Salary	\$255,000	\$271,429
Percent of Budget for Teacher Salaries	38.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/23/2019

## Professional Development

The District-wide staff development has been focused on the implementation of the California State Standards, adopted by the California Department of Education in 2010. Nearly all sites are participating in Positive Behavior and Intervention Supports (PBIS) training through LACOE. The last cohort of schools begins the five year training progression in 2018-19. Many sites are training teacher leaders to implement Professional Learning Communities (PLC) in their grade levels and departments by bringing teachers to PLC conferences from Solution Tree. In each of the past three years, over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standards implementation. In 2015-2016 and 2016-2017, the TK - Grade 6 Elementary trainings focused on the implementation of the California State Standards in Mathematics with a focus on the Standards for Mathematical Practice.

In 2017-2018, the TK - Grade 6 Elementary teacher trainings have focused on building awareness of the Next Generation Science Standards (NGSS), deepening

understanding of Standards of Mathematical Practices, and Integrated and Designated English Language Development (ELD) instruction. In 2015-2016, 2016-2017, and 2017-2018, the Grade 6 - Grade 12 Secondary teachers trainings focused on the implementation of the California State Standards with an emphasis in literacy across all content areas, content area standards and the content specific practices (i.e. Standards of Mathematical Practice, Habits of Mind in English Language Arts, and the Science and Engineering Practices). In 2017-2018, Grade 6 - Grade 12 History and Social Science teacher trainings focused on the Armenian Genocide and the rollout of the new California History/Social Science Framework. The emphasis on ELD and literacy and practices across the curriculum focused on areas selected based on district-wide CAASPP data.

Professional development has been delivered in various formats that include elementary grade-level cohort trainings and release days, secondary content specific trainings, secondary department release days, staff and/or faculty meetings, community/parent information meetings, conference attendance, new teacher trainings, curriculum trainings, teachers' summer academy workshops, coaching for individual teachers, coaching to grade level or department teams working in PLCs, and Principal Summer Institutes.

*Last updated: 1/22/2019*