



Glenwood Elementary School

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Kim Goodhope, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

San Rafael City Schools

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District Governing Board

Greg Knell, President
Maika Llorens Gulati, Vice President
Linda Jackson, Board Member
Rachel Kertz, Board Member
Natu Tuatagaloa, Board Member

District Administration

Dr. Michael R. Watenpaugh
Superintendent
Dr. Mayra Perez
Deputy Superintendent

Our Vision

Glenwood Elementary School is a place where you will find dedicated educators, committed families, and engaged students working collaboratively to create a positive and rigorous 21st century learning environment. Students and teachers have mutual respect and high expectations for one another in order to foster college and career readiness skills.

Mission Statement

The purpose of the Glenwood School Community is to provide each student with a challenging educational program which develops and nurtures self-esteem, intellectual curiosity, independent thinking, and in the process, creates a happy and productive citizen.

School Description

Glenwood Elementary School (a public K – 5 school) is perfectly situated in a clean, friendly neighborhood on the San Francisco Bay. There are lush, beautiful hillsides, a saltwater marsh, and the Bay in walking proximity. We work closely with neighborhood residents to maintain the rich natural environment that the Glenwood area provides for our students and families. The school serves a community composed primarily of single-family homes in east San Rafael, and also luckily includes intra-district transfer students from other areas of San Rafael.

During the 2017-2018 school year, Glenwood Elementary School will serve 420 students. Student enrollment ethnicity is 70% White, 18% Hispanic or Latino, 7% Asian, and a combined 5% identify as Black or African American, American Indian or Alaska Native, Filipino, and Hawaiian or Pacific Islander. 12% of our students are English Learners. Our Special Education Program provides Individualized Education Plans for 7% of our population. 16% of our students are Socioeconomically Disadvantaged.

At Glenwood, we have listened and responded carefully to the wishes of our community to achieve a program of educational excellence. Our academic core subjects program is thematically integrated and differentiated to meet the needs of all of our learners. There is an emphasis on basic skills instruction that stresses grade level mastery in math and language arts. We believe that all persons on our campus are learners and thus have created a culture of constant professional development and collaboration for staff in order to create and lead rigorous, differentiated instruction for all students.

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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	66
Grade 1	88
Grade 2	76
Grade 3	74
Grade 4	71
Grade 5	64
Total Enrollment	439

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.9
Asian	7.1
Filipino	0.7
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.2
White	67.9
Two or More Races	1.6
Socioeconomically Disadvantaged	15.7
English Learners	11.6
Students with Disabilities	6.4
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Glenwood Elementary School	15-16	16-17	17-18
With Full Credential	23	21	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Rafael City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	194
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Glenwood Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The Elementary School District Curriculum Advisory Council, composed of administrators, teachers, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program. The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

This table shows some of the textbooks used with grade K-5 students. A comprehensive list of all textbooks is available at the district office.

Textbooks and Instructional Materials Year and month in which data were collected: 2017, August	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt– California Journeys Hampton Brow- Into English Pearson- Language Central The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Wright Group/McGraw Hill- Everyday Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt School Publishers-California Science 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 Science Program for California The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

At Glenwood School, the campus is orderly and students feel safe at school. The school ensures that on-site supervision is provided for programs that take place during and after school. Teachers, day care personnel, and people who run the after-school programs supervise students both before and after school. A city run day care facility is on campus after school on a fee basis.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a “visitor pass” to identify them for security personnel and all staff and students.

Glenwood Elementary School was originally built in 1964 and with voter-approved school bond funds and state modernization funds, has been modernized in phases from 2002 to 2004. Improvements to Glenwood included modernization of existing classrooms and the multipurpose building, an addition of a new classroom wing to replace portable classrooms, expansion of the library/computer lab and student services area, and an addition of a new science classroom/lab. The school has a total of 20 classrooms - 19 permanent and one portable classroom with new exterior paint and carpeting that was installed during the summer of 2007 to accommodate an increase in student enrollment. Thanks to the good work of the PTA and other school supporters, a new sunshade was installed over the courtyard area in 2006-2007.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line maintenance order request process is used to ensure efficient service and that emergency repairs are given the highest priority.

The state’s School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects.

San Rafael voters approved Measure A in November 2015 to fund capital facilities projects to improve our school facilities. Measure A provides \$108 million to update: Bahia Vista Elementary School, Glenwood Elementary School, Laurel Dell Elementary School, San Pedro Elementary School, Venetia Valley School and Davidson Middle School.

Over the next eight years, SRCS' bond program will provide much needed capital improvements to our facilities to create safe, innovative learning environments and to provide instructional technology to support 21st century learning. Additional classrooms, labs and equipment will reduce overcrowding in our schools and will meet the growing demand for hands-on science, technology, engineering, arts and math (STEAM) classes.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/17/2017				
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		Bldg 14-19 Boys Restroom: need new switch plate cover W,O#9595 Bldg 9-12 Girls Restroom: door stop need tightning W,O#9592 Room 1: back door needs door stop rubber WO#9590 Room 3: soap dispenser coming off wall W,O#9591
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room 15: left hand bank of lights out W,O#9594
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 5: sink leaks at base W.O#9807
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	79	76	45	43	48	48
Math	80	73	40	39	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	75	78	59	49	60	56

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.5	33.3	57.1

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

School Year 2016-17 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	209	203	97.13	76.24
Male	99	95	95.96	73.68
Female	110	108	98.18	78.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	94.12	87.5
Filipino	--	--	--	--
Hispanic or Latino	44	43	97.73	39.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	138	134	97.1	87.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	30.3
English Learners	30	29	96.67	34.48
Students with Disabilities	26	26	100	19.23

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.

School Year 2016-17 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	209	202	96.65	72.77
Male	99	95	95.96	73.68
Female	110	107	97.27	71.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	94.12	87.5
Filipino	--	--	--	--
Hispanic or Latino	44	44	100	40.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	138	132	95.65	81.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	33.33
English Learners	30	29	96.67	31.03
Students with Disabilities	26	26	100	19.23

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is a vital component of the educational program at Glenwood Elementary School. San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael City Schools.

Parents and guardians have the opportunity to play an active role in their child's academic experience through a number of activities. Opportunities for active parent involvement include participation on the School Site Council (SSC), Glenwood's English Language Advisory Council (ELAC), district and site subcommittees that address specific program needs, and the Glenwood School Foundation (GSF). The Glenwood School Foundation raises funds and sponsors activities, special events, and vital programs that support the school.

Glenwood has a robust parent volunteer program. The administration, GSF, and teaching staff work with parents to help train, schedule, and coordinate their participation in classroom and school activities. The parent volunteer program serves a comprehensive model of support and includes parents, senior citizens, community members, and local businesses.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, a parent speaker series, concerts, and other artistic and academic performances.

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

Date reviewed and Updated: August 22, 2017

Date discussed with school faculty: Each staff meeting has a reserved time slot for training (twice monthly).

Glenwood Elementary School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Disaster drills are held once a semester throughout the year. Fire drills are held once a month and lock down drills are held twice a year. The school also participates in an annual county-wide disaster preparedness drill. There are disaster supplies both in the classroom and in a storage area in the Multi-Purpose Room.

Key elements included in the school safety plan include: disaster procedures, parent and staff phone trees, bus driver disaster procedures, county emergency phone numbers, procedures for safe ingress and egress of pupils, and staff emergency teams broken down by specific jobs for each teacher in the case of an emergency. We also have a student safety and wellness committee made up of parents and teachers. They created plans of action for any issues of student safety that could arise throughout the year. We have a unified approach for the management of allergies on Glenwood's campus that provides all children with a safe and consistent learning environment.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.1	0.8	0.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		85.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	0.5
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K			23						4			
1			23						3			
2			23						4			
3			25						3			
4			22						3			
5			26						2			

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

Professional Development provided for Teachers

Elementary School District number of dedicated negotiated staff development days:

2015-2016 – 3

2016-2017 – 3

2017-2018 – 3

District professional development during the 2017-2018 school year will focus on using assessments to inform differentiated reading instruction through small groups and conferencing, building on the previous years' professional learning. Teachers are also able to choose from a wide range of differentiated professional development opportunities such as "Math Talks" and "Next Generation Science Standards: Key Instructional Shifts," among others. These topics were chosen based on teacher surveys, student learning data and district foci. District wide, we are also in our fourth year of professional development for all PK-3 teachers in SEAL to support our English Learners.

Teachers also participate in site based professional development and other offerings through the county and other organizations as appropriate. Site training topics include: Common Core State Standards unit production, implementation, and revision, kindergarten and first grade SEAL implementation, mindfulness seminars, English language acquisition and development strategies, and engagement strategies training. Professional development opportunities are scheduled throughout the year based upon data and the needs of our target subgroups.

Teachers and other key school staff members have additional opportunities for participation in professional development activities through district, school, categorical, grant, foundation, and parent teacher organization funds. Professional development is focused to support the mission and goals of the district and each school site plan and may include site and district training, county offerings, state and national conferences, and workshops as appropriate.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (ES)		\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary		\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6515	1394	5121	82499
District	♦	♦	6147	
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-16.7	
Percent Difference: School Site/ State			-22.1	11.2

* Cells with ♦ do not require data.

Types of Services Funded

Glenwood School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. These programs and services included the following:

- Supplementary educational programs/consultants such as art, music, PE, science, computers, library, and student support
- Curriculum-aligned field trips
- Staff development
- Parent education
- ELD support and materials
- Intervention support and materials
- Teachers and supplies
- Teacher conferences/professional development and substitutes
- Materials for classroom use
- School counseling and character education

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.