

Glenoaks Elementary

School Accountability Report Card Reported Using Data from the 2018—19 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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Vivian Ekchian
Email Address	vekchian@gusd.net
Website	www.gusd.net

School Contact Information (School Year 2019—20)	
School Name	Glenoaks Elementary
Street	2015 East Glenoaks Blvd.
City, State, Zip	Glendale, Ca, 91206-2911
Phone Number	818-242-3747
Principal	Daniel DiMundo, Principal
Email Address	ddimundo@gusd.net
County-District-School (CDS) Code	19645686013692

Last updated: 12/31/2019

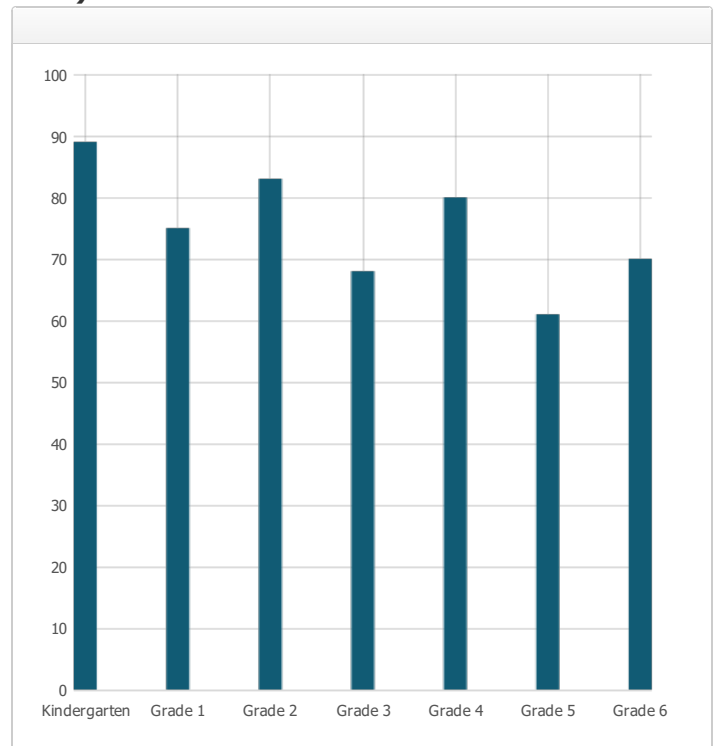
School Description and Mission Statement (School Year 2019—20)

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: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	89
Grade 1	75
Grade 2	83
Grade 3	68
Grade 4	80
Grade 5	61
Grade 6	70
Total Enrollment	526



Last updated: 1/25/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.90 %
American Indian or Alaska Native	%
Asian	5.10 %
Filipino	6.10 %
Hispanic or Latino	15.00 %
Native Hawaiian or Pacific Islander	0.20 %
White	69.40 %
Two or More Races	2.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.20 %
English Learners	24.50 %
Students with Disabilities	12.90 %
Foster Youth	%
Homeless	8.00 %

A. Conditions of Learning

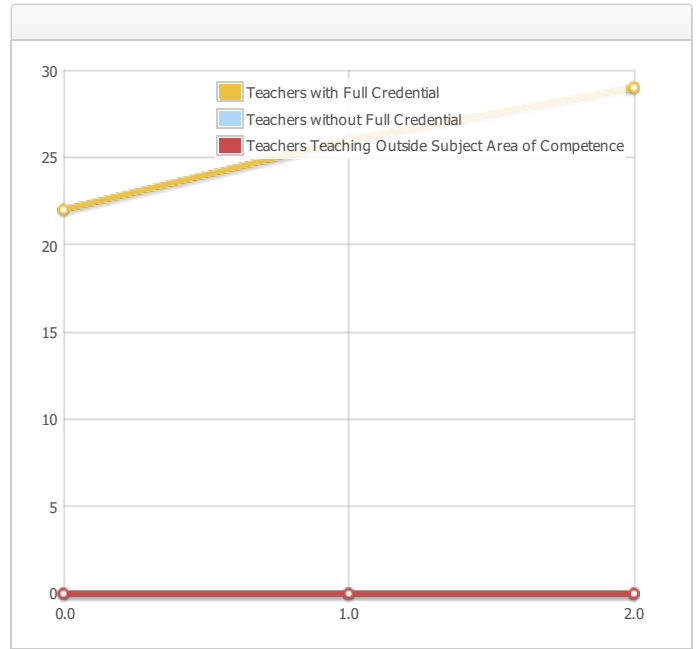
State Priority: Basic

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	22	26	29	1143
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	63



Last updated: 1/16/2020

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.

Last updated: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance ELA/2019 Springboard ELA /2019	Yes	0.00 %
Mathematics	Pearson -Envision Math/2016	Yes	0.00 %
Science	MacMillian McGraw-Hill-California Science/2007 Prentice Hall-California Earth Science/2007 Mystery Science 2018	Yes	0.00 %
History-Social Science	Harcourt-Reflections: California Series/2006 MacMillina McGraw-Hill-California Vistas/2006 McDougall Littell-World Hisotry:Ancient Civilizations/2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
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: 1/14/2020

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: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/31/2019

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	56.0%	63.0%	64.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	52.0%	50.0%	53.0%	55.0%	38.0%	39.0%

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: 1/25/2020

**CAASPP Test Results in ELA 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	270	266	98.52%	1.48%	56.02%
Male	153	152	99.35%	0.65%	51.32%
Female	117	114	97.44%	2.56%	62.28%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	11	11	100.00%	0.00%	81.82%
Filipino	16	16	100.00%	0.00%	68.75%
Hispanic or Latino	43	43	100.00%	0.00%	41.86%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	181	177	97.79%	2.21%	56.50%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	109	106	97.25%	2.75%	41.51%
English Learners	86	82	95.35%	4.65%	35.37%
Students with Disabilities	37	36	97.30%	2.70%	38.89%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	22	21	95.45%	4.55%	38.10%

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: 1/25/2020

**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	270	268	99.26%	0.74%	50.00%
Male	153	152	99.35%	0.65%	52.63%
Female	117	116	99.15%	0.85%	46.55%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	11	11	100.00%	0.00%	72.73%
Filipino	16	16	100.00%	0.00%	56.25%
Hispanic or Latino	43	43	100.00%	0.00%	32.56%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	181	179	98.90%	1.10%	53.07%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	109	108	99.08%	0.92%	36.11%
English Learners	86	84	97.67%	2.33%	39.29%
Students with Disabilities	37	36	97.30%	2.70%	25.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	22	22	100.00%	0.00%	27.27%

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: 1/25/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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.

Last updated: 1/25/2020

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 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	15.90%	19.00%	34.90%

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.

Last updated: 1/28/2020

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)

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 fund-raising 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

Last updated: 1/14/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.70%	0.50%	0.70%	2.60%	2.00%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/25/2020

School Safety Plan (School Year 2019—20)

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: 1/14/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	4	
1	24.00		3	
2	25.00		3	
3	19.00	2	3	
4	36.00			2
5	33.00		1	1
6	32.00		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	24.00		4	
1	25.00		2	
2	23.00		3	
3	27.00	1	2	1
4	35.00			2
5	36.00			2
6	31.00		2	
Other**	10.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2	3	
1	25.00		3	
2	22.00		2	
3	31.00		2	1
4	27.00	1		2
5	35.00			2
6	35.00			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.

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

Title	Ratio**
Counselors*	0.00

*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 Number of Pupils per Counselor

Last updated: 1/25/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	

*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: 1/21/2020

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	\$6978.00	\$995.00	\$5983.00	\$83140.00
District	N/A	N/A	\$5998.00	\$84419.00
Percent Difference – School Site and District	N/A	N/A	-0.25%	-1.53%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-22.59%	0.89%

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

Last updated: 1/26/2020

Types of Services Funded (Fiscal Year 2018—19)

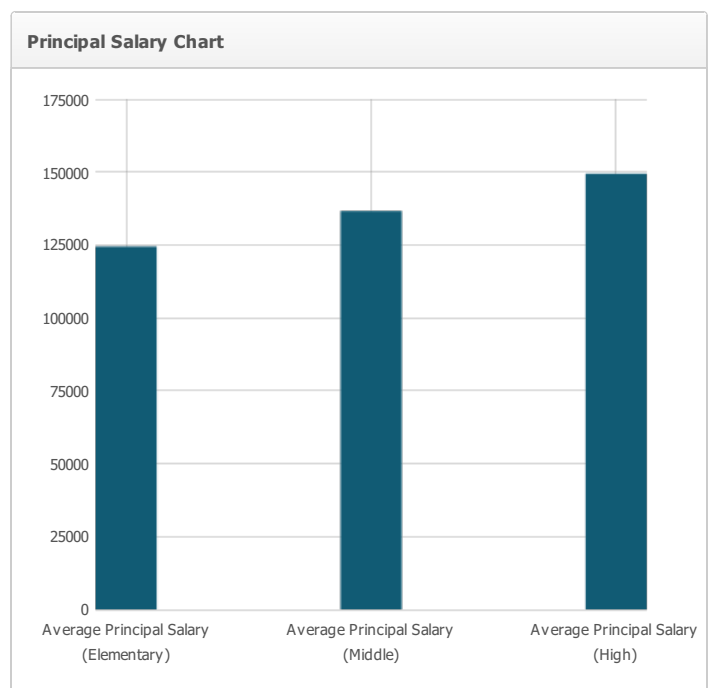
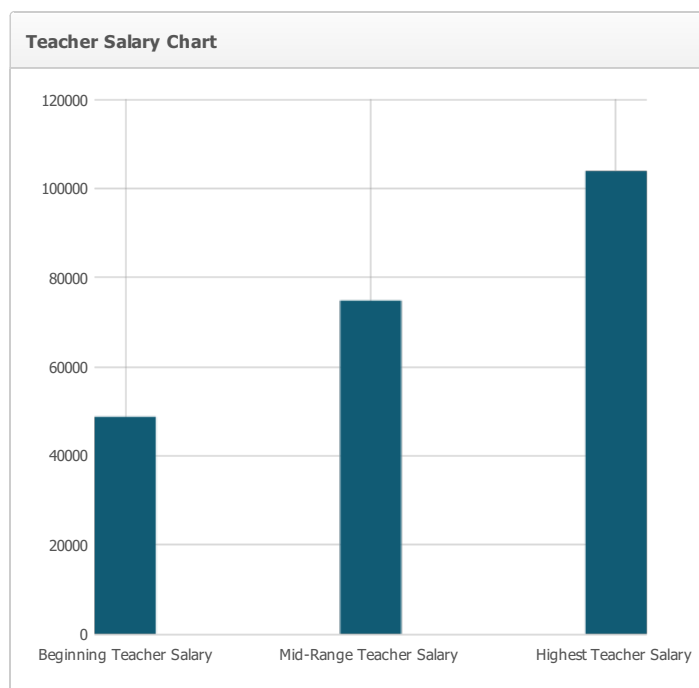
A combination of state and federal funding is used to cover all aspects of our instructional program including Gifted and Talented Education and support for English Language Learners. Strong PTA and school foundation (PAC) support is evident in many of our schools' supplemental activities. All Glendale 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: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,718	\$48,612
Mid-Range Teacher Salary	\$74,790	\$74,676
Highest Teacher Salary	\$103,874	\$99,791
Average Principal Salary (Elementary)	\$124,470	\$125,830
Average Principal Salary (Middle)	\$136,644	\$131,167
Average Principal Salary (High)	\$149,424	\$144,822
Superintendent Salary	\$255,000	\$275,796
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/25/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	16

Last updated: 1/13/2020