

# Glenwood Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Glenwood Elementary
<b>Street</b>	2005 North Alpine Rd.
<b>City, State, Zip</b>	Stockton, CA 95215-9763
<b>Phone Number</b>	(209) 931-3229
<b>Principal</b>	Wendy Heinze
<b>E-mail Address</b>	wheinze@sjcoe.net
<b>Web Site</b>	www.lindenUSD.com
<b>CDS Code</b>	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 2016-17)

Glenwood Elementary School is in the Linden Unified School District, a medium-sized rural district serving approximately 2,222 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 400 students as of November, 2016. Glenwood School's Mission Statement was updated with input 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 2015-16)

Grade Level	Number of Students
Kindergarten	43
Grade 1	35
Grade 2	34
Grade 3	54
Grade 4	50
Grade 5	30
Grade 6	46
Grade 7	42
Grade 8	30
<b>Total Enrollment</b>	<b>364</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.1
Asian	2.7
Filipino	1.1
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.5
White	23.9
Two or More Races	1.1
Socioeconomically Disadvantaged	77.5
English Learners	32.4
Students with Disabilities	11
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	15	17.5	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	1	1
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.5	2.5
All Schools in District	95.3	4.7
High-Poverty Schools in District	95.3	4.7
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

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)	Yes	0

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

Upper Grade restrooms were remodeled and modernized during the summer, 2016.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/27/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		MPR floor tiles need repair. Scheduled for summer, 2017
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Upper grade restrooms remodeled and updated in Summer, 2016
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Hallway overhang has been repaired
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt will be redone during summer.

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/27/2016				
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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	28	35	36	43	44	48
<b>Mathematics</b>	17	24	19	30	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	56	55	98.2	26.2
	4	50	50	100.0	30.0
	5	30	30	100.0	53.3
	6	48	47	97.9	42.5
	7	39	39	100.0	43.6
	8	29	28	96.5	10.7
<b>Male</b>	3	24	23	95.8	21.1
	4	27	27	100.0	22.2
	5	19	19	100.0	47.4
	6	22	22	100.0	36.4
	7	15	15	100.0	46.7
	8	20	20	100.0	5.0
<b>Female</b>	3	32	32	100.0	30.4
	4	23	23	100.0	39.1
	5	11	11	100.0	63.6
	6	26	25	96.2	48.0
	7	24	24	100.0	41.7
	8	--	--	--	--
<b>Black or African American</b>	4	--	--	--	--
	7	--	--	--	--
<b>American Indian or Alaska Native</b>	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
<b>Filipino</b>	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
<b>Hispanic or Latino</b>	3	31	30	96.8	16.7
	4	30	30	100.0	26.7
	5	19	19	100.0	57.9
	6	33	33	100.0	39.4
	7	33	33	100.0	42.4
	8	24	23	95.8	8.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Native Hawaiian or Pacific Islander</b>	4	--	--	--	--
<b>White</b>	3	23	23	100.0	31.3
	4	17	17	100.0	35.3
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Two or More Races</b>	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	43	42	97.7	15.6
	4	36	36	100.0	19.4
	5	22	22	100.0	50.0
	6	40	40	100.0	35.0
	7	32	32	100.0	37.5
	8	21	21	100.0	14.3
<b>English Learners</b>	3	16	15	93.8	15.4
	4	11	11	100.0	
	5	--	--	--	--
	6	11	11	100.0	
	7	--	--	--	--
	8	--	--	--	--
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	56	55	98.2	31.5
	4	50	50	100.0	26.0
	5	30	30	100.0	34.5
	6	48	47	97.9	17.4
	7	39	39	100.0	20.5
	8	29	28	96.5	14.3
<b>Male</b>	3	24	23	95.8	39.1
	4	27	27	100.0	18.5
	5	19	19	100.0	22.2
	6	22	22	100.0	9.5
	7	15	15	100.0	26.7
	8	20	20	100.0	5.0
<b>Female</b>	3	32	32	100.0	25.8
	4	23	23	100.0	34.8
	5	11	11	100.0	54.5
	6	26	25	96.2	24.0
	7	24	24	100.0	16.7
	8	--	--	--	--
<b>Black or African American</b>	4	--	--	--	--
	7	--	--	--	--
<b>American Indian or Alaska Native</b>	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
Filipino	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	31	30	96.8	20.0
	4	30	30	100.0	23.3
	5	19	19	100.0	38.9
	6	33	33	100.0	9.4
	7	33	33	100.0	21.2
	8	24	23	95.8	13.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	23	23	100.0	45.5
	4	17	17	100.0	29.4
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	43	42	97.7	24.4
	4	36	36	100.0	19.4
	5	22	22	100.0	28.6
	6	40	40	100.0	12.8
	7	32	32	100.0	15.6
	8	21	21	100.0	19.1
English Learners	3	16	15	93.8	20.0
	4	11	11	100.0	
	5	--	--	--	--
	6	11	11	100.0	
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	39	44	50	57	49	50	60	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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	59	58	98.3	50.0
Male	39	39	100.0	43.6
Female	20	19	95.0	63.2
Hispanic or Latino	43	42	97.7	50.0
White	11	11	100.0	54.6
Socioeconomically Disadvantaged	43	43	100.0	51.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30	10	23.3
7	23.1	19.2	30.8

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 Parental Involvement State Priority (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 2016-17)

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, Pasta Feed, 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, No-Bully Presentations, parent education nights, and Open House annually.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.2	6.2	4.6	5.0	6.7	6.1	4.4	3.8	3.7
Expulsions	0.0	0.5	0.0	0.0	0.4	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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 training to use The Positive Behavioral Interventions and Supports program. Staff is provided opportunities for training related to assaultive behavior, crisis response, and suicide prevention. Students and staff take great pride in Glenwood School. The school serves as a community center for club meetings, 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 2016-17)

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	2013-14				2014-15				2015-16			
	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	19	2			26		2		24.5		2	
1	25		2		23		1		22		1.5	
2	26		2		26		2		23		1.5	
3	16	1	1		26		2		27.5		2	
4	26	4	1	6	17	5		4	25		2	
5	37			5	35	2		5	30		1	
6	25	1	4		23	3	6		30		1.5	
Other	14	1										

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

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									25		2.5	
Mathematics	33			1					25		2.5	
Science	25	1	1	1	21	2	1	1	25		2.5	
Social Science	25	1	1	1	28	1	1	1	25		2.5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

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	0.25	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5393	1423	3884	\$71544
District	N/A	N/A	3885	\$65,134
Percent Difference: School Site and District	N/A	N/A	0.0	9.8
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-31.6	6.2

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

**Types of Services Funded (Fiscal Year 2015-16)**

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, Speech and Language Programs, Title One, Music Instruction, Drama Club, Library Services, Computer Lab Services, SES programs, and EL support and intervention programs.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,761	\$42,063
Mid-Range Teacher Salary	\$62,851	\$64,823
Highest Teacher Salary	\$79,676	\$84,821
Average Principal Salary (Elementary)	\$82,389	\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)	\$94,244	\$115,589
Superintendent Salary	\$135,675	\$169,152
Percent of Budget for Teacher Salaries	36%	35%
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)

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During the 2013-2014 school year and through the 2016 school year, Linden Unified focused on the major shifts to the Common Core State Standards (CCSS). During the 2013-2014 year, the district concentrated its efforts on informational writing and math. LUSD teamed up with Great Valley Writing to provide after school training to staff on the informational writing shifts for K-8 teachers. High school teachers were provided training on informational writing through two, half day release times and through after school training. Linden Unified District focused on Common Core math shifts and provided training in the areas of Mathematical Practices 1 and 3. LUSD teamed up with the UC Math Project to provide four days of training, during the school day for K-12 teachers. Teachers were provided release days to further professional development. LUSD provided three professional development days each year beginning the 2014-2015 school year. Our district continues to focus on the major shifts in Common Core State Standards. The sessions have focused on a new math adoption, English Language Arts adoption, and technology integration. In addition, close reading strategies were included in an overview of the English Development Standards and Text Complexity. Bully prevention has also been a focus. Staff presented key learning from professional development they attended and have implemented in their own classrooms. Secondary math teachers are receiving training on their new materials and how the frameworks recommends teaching the content. Science teachers are continuing training on the Next Generation Science Standards.

At Glenwood, a teaching coach was employed in the past few years to work with teachers and provide expertise to help with lesson development and delivery in the areas of Reading (Literacy) and Writing. In addition, the county was hired to provide training to deepen teacher understanding of mathematical concepts specific to their grade levels with lesson studies being developed and modeled. This was structured as multiple days out of the class to be sure the depth could be achieved. This process continues this year focusing on middle grade mathematics. Finally, Glenwood continues to provide additional training opportunities for teachers outside of the regular school day. Some of this training includes English Language Development, Google.docs, Technology, AVID, NGSS, etc. Because of the increase in technology available to students at Glenwood, technology training has become an integral part of professional development. Teachers are provided lessons from a technology coach, peers, and formal training both in the district and from outside. During site PD days, the staff is learning about lesson objectives this school year.