

# Glen View Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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/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 <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

### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Glen View Elementary School
Street	600 Eighth Street
City, State, Zip	Gilroy, CA 95020
Phone Number	(408) 842-8292
Principal	Christine Vasquez
Email Address	christine.vasquez@gilroyunified.org
Website	<a href="https://glenview.gilroyunified.org/">https://glenview.gilroyunified.org/</a>
County-District-School (CDS) Code	43-69484-6047310

Entity	Contact Information
<b>District Name</b>	Gilroy Unified School District
<b>Phone Number</b>	(408) 847-2700
<b>Superintendent</b>	Deborah Flores
<b>Email Address</b>	debbie.flores@gilroyunified.org
<b>Website</b>	www.gusd.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

Glen View Elementary has an enrollment of 517 students 100% of the students receive free and reduced lunch. 52% of the students at Glen View are English Language Learners, 82.1% are Socioeconomically Disadvantaged, and 12.3% are students with disabilities.

**Mission:** We are a diverse, nurturing community that is dedicated to cultivating an environment that is safe, engaging, joyful, and respectful of all. Together we inspire all students to discover their talents and passions on the journey toward achieving their full potential.

Areas of focus for the year were EL students, Parent Engagement, and the continued implementation of District Initiatives. We allocated money for SEAL, strengthening Thinking Maps, GLAD, and refining our reading intervention supports in all grades. We also allocated money to continue to support our Parent/Community Liaison position. We continued to fund our Literacy Facilitator, Assessment Para, and a kindergarten support para.

The teachers and staff are focused on creating an environment in which all students can achieve. Great care is put into the organization of common core aligned curriculum to ensure that all students have access to the grade level academics. Teachers use research-based strategies when teaching all content areas providing a safe learning environment with clear expectations. Teachers work together within grade levels to adjust instruction based on assessment results. Staff collaboration meetings are ongoing professional learning communities in which students are the focus.

The adults at Glen View Elementary play a large role in establishing a positive and safe school climate. The school community actively participates in Character Counts! and is moving into the implementation of PBIS. This is a character-development framework which sends students a common message and a common set of expectations relating to good character. Character-building habits are established and reinforced year after year. The Character Counts! Program teaches students about being respectful, responsible and trustworthy citizens.

This year we look forward to deepening the implementation of previously learned strategies and resources such as Thinking Maps, Guided Process Reading SEAL and GLAD strategies. Along with continuing to implement the Benchmark Advance curriculum and the district initiatives around English Learners, we will continue to improve instruction and student achievement in math K-5. This year we will continue to dive into Next Generation Science Standards, making sure K-5 classrooms are continuing to implement Science lessons. We are excited about the increased parent involvement and look forward to building the relationship between school and home.

We welcome parents and family members to volunteer in various capacities. Parents are involved in the governance of the school through participation in School Site Council (SSC) and English Learner Advisory Committee parent meetings. The SSC monitors budgets and schoolwide programs, while the ELAC gives a voice to the parents of English learners. ELAC meetings are held in the mornings to accommodate the parents. Parents also participate in our school through the Parent Club, which raises money for the school. Teachers also welcome parent help with projects, in the classroom and on field trips.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	69
Grade 1	67
Grade 2	92
Grade 3	88
Grade 4	96
Grade 5	105
<b>Total Enrollment</b>	<b>517</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.2
Asian	1.2
Filipino	1
Hispanic or Latino	83
White	3.9
Two or More Races	0.4
Socioeconomically Disadvantaged	83.8
English Learners	51.3
Students with Disabilities	13
Foster Youth	1
Homeless	2.5

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	25	22	467
Without Full Credential	2	1	1	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## 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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/4/2018

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced/Benchmark 2017  Treasures, Macmillan/McGraw-Hill (English language development) 2009  Tesoros de lectura, Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion) 2009	Yes	0%
Mathematics	Go Math!, Harcourt 2016	Yes	0%
Science	California Science, Harcourt (K-5) 2007	Yes	0%
History-Social Science	Scott Foresman History-Social Science for California, Pearson/Scott Foresman (K-3) 2006  Reflections, Harcourt (4-5) 2006	Yes	0%

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

Glen View Elementary School features 28 classrooms, a multipurpose room, a library, two computer labs, athletic fields and a security fence. During the 2014-15 school year, more than \$8 million was allocated to Glen View for the rebuilding of a new administration building, computer lab and classrooms. This included eight new classrooms, a new kindergarten playground and a new administration building. Additional work in 2015-16 included new hardscape and blacktop areas. We have a multipurpose room and a library that were constructed in 2005 and one wing of classrooms that has been in existence since 1952 still in use. A fence around the perimeter of the school provides an additional layer of security that makes the campus safer during and after school hours. Visitors and volunteers must enter campus through the school office area before visiting a classroom or any other school area. All visitors must sign in and wear a visitor's pass. Yard-duty supervisors monitor and care for students before, during and after school. We have a crossing guard at our busiest intersection that helps students cross before and after school. Our custodians and district maintenance crew do an outstanding job of keeping our campus clean and neat. We have two custodians that provide service to our school during the day and evening hours. Every student has access to the library during a scheduled class visit once a week. We use the funds from our district library grant to purchase new books for our students to check out. We have 468 computers available for student use, which means that, on average, there is one computer for every two students. We have 28 classrooms that are connected to the internet. Students use a variety of software as well as internet resources. Of the 468 computers on site, we have 344 Chromebooks, which have been purchased within the past three years. This has allowed us to have 1:1 Chromebooks in the classroom for grades 3-5.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/22/2019

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	Treat trees for aphiods - treat trees in late spring - 4-2020
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	clear story damage/ gutters - develop scope of work for approval 7-2020
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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)	30	34	49	50	50	50
Mathematics (grades 3-8 and 11)	29	32	42	43	38	39

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.

### 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	288	281	97.57	2.43	33.81
Male	126	123	97.62	2.38	26.02
Female	162	158	97.53	2.47	39.87
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	247	244	98.79	1.21	32.79
Native Hawaiian or Pacific Islander					
White	12	11	91.67	8.33	45.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	241	97.97	2.03	29.46
English Learners	172	170	98.84	1.16	30.00
Students with Disabilities	54	51	94.44	5.56	15.69
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	283	98.26	1.74	31.80
Male	126	124	98.41	1.59	32.26
Female	162	159	98.15	1.85	31.45
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	247	245	99.19	0.81	31.84
Native Hawaiian or Pacific Islander					
White	12	11	91.67	8.33	36.36
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	243	98.78	1.22	28.81
English Learners	172	171	99.42	0.58	29.24
Students with Disabilities	54	52	96.30	3.70	17.31
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### 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.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 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	14.6	12.6	12.6

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.



## 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)

Glen View's School Site Council approves our Single Plan for Student Achievement and makes decisions regarding expenditures related to our instructional program. This team consists of parents, teachers and the principal. Our English Learner Advisory Committee also meets on a monthly basis to discuss our educational programs and ways in which parents can support their child's progress at home. Our English language development (ELD) facilitator organizes and facilitates these meetings with input from parent participants. Our Parent Club is a very active group that organizes school activities and raises funds that pay for all of our school field trips. The parent membership continues to increase every year. Besides fundraising, this group is also actively involved in the classrooms as volunteers. Home and School Club-sponsored activities have included Bingo Night, book fairs, Family Movie Nights, Family Science Night, Harvest Festival, Walkathon, and Arts and Crafts Night. For more information on how to become involved, contact Home and School Club President Christina Chavez at gvparentclub@gmail.com.

### 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	3.8	2.9	2.8	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The school safety plan will be reviewed, updated and discussed with the school faculty in November 2018 and includes monthly fire, earthquake and intruder drills. The plan follows all guidelines and policies outlined by district board policy.

## 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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		4		24		3		23		3	
1	24		4		21	1	3		22		3	
2	23		4		23		4		22		4	
3	23	1	4		19	1	4		22		4	
4	24		4		26		4		31		3	
5	27	1		3	25	1	3		27	1	1	2
Other**									8	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.

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

Title	Ratio
Academic Counselors*	.0

\*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.

### 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,121	\$1,802	\$5,318	\$79,089
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$79,665

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and State</b>	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Most of our state and federal special-purpose funding is used to pay for personnel costs, such as our literacy facilitator, library clerk, assessment paraprofessional, and parent/community liaison. The literacy facilitator is a key member of all school wide initiatives. Our Home and School Club raises money through fundraisers and activities such as our book fair and Harvest Festival to support field trips and school-related programs for our students. The classes use differentiated instruction techniques to meet the varied individual needs of these students.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,743	\$51,374
<b>Mid-Range Teacher Salary</b>	\$74,751	\$80,151
<b>Highest Teacher Salary</b>	\$94,963	\$100,143
<b>Average Principal Salary (Elementary)</b>	\$132,658	\$126,896
<b>Average Principal Salary (Middle)</b>	\$142,317	\$133,668
<b>Average Principal Salary (High)</b>	\$150,900	\$143,746
<b>Superintendent Salary</b>	\$221,519	\$245,810
<b>Percent of Budget for Teacher Salaries</b>	33%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

Teachers have annual training days before the first day of school when they can share and discuss specific strategies for teaching. There is ongoing staff development during our weekly staff meetings. Each week, teachers meet in grade-level teams to analyze student work, review teaching strategies in order to determine the strengths and weaknesses of program delivery, and plan instruction accordingly. For the 2018-19 school year, as a district, we have dedicated three days of professional development for our district initiatives. Additionally, there will be at least 10 SEAL staff-development and release days, along with a SEAL coach which is shared between Glen View and another site.