

Gladstone Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/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](#) 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.



James Ellis, Principal

Principal, Gladstone Elementary

About Our School

The Gladstone staff is committed to the welfare and fullest possible academic physical and social development of each student. In concert with parents and the community, we strive to serve the many and varied needs of our students and families. Our mission is to provide a safe learning environment that is rich in education, encouragement, and support. Gladstone offers students a standards-based curriculum that holds students to high expectations for their personal and academic growth. Students work to strengthen skills in social, emotional and physical skills striving to instill a lifelong love for learning.

Gladstone is one of thirteen schools in the Bonita Unified School District. It is located in the city of San Dimas and borders the cities of Glendora and Covina. The 534 students make up a total enrollment including 19 regular education classrooms, 1 intervention classroom for pull out instructional support, 1 RSP classroom for pull out special education instructional support, 1 special day class, 4 Special Education Local Plan Area ASRD classes – two serving mild/moderate students and the other two service moderate/severe students with Autism (Grades Pre-K thru 5th). Additionally, we support gifted students with certified GATE instructors and special education students with a resource teacher, an SDC teacher, full time psychologist, and speech therapist. Visit the Gladstone web page at <http://gl.bonita.k12.ca.us> for more information about the school.

Contact

Gladstone Elementary
1314 West Gladstone
San Dimas, CA 91773-1437

Phone: 909-971-8204
E-mail: jellis@bonita.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Bonita Unified
Phone Number	(909) 971-8200
Superintendent	Christina Goennier
E-mail Address	goennier@bonita.k12.ca.us
Web Site	www.bonita.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Gladstone Elementary
Street	1314 West Gladstone
City, State, Zip	San Dimas, Ca, 91773-1437
Phone Number	909-971-8204
Principal	James Ellis, Principal
E-mail Address	jellis@bonita.k12.ca.us
Web Site	http://gl.bonita.k12.ca.us/
County-District-School (CDS) Code	19643296011811

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

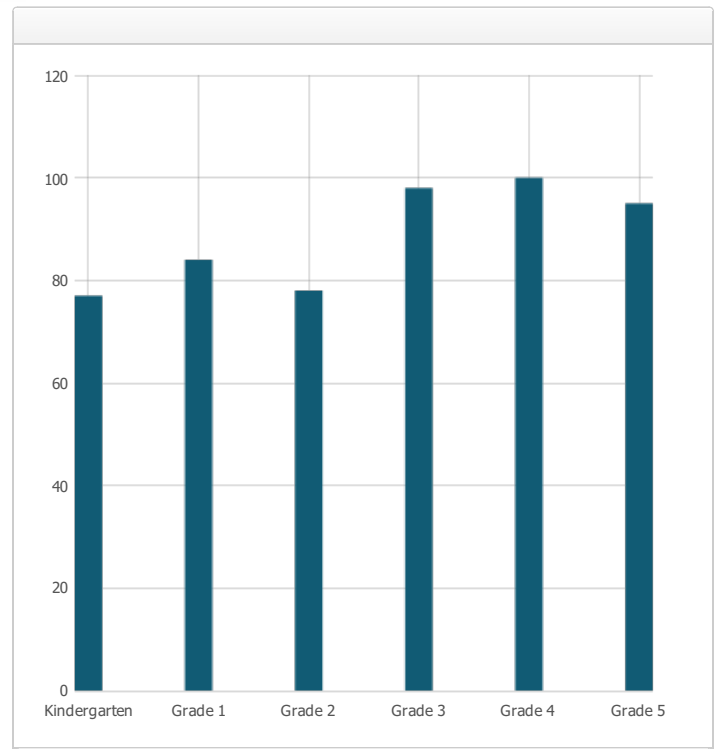
The Gladstone staff is committed to the welfare and fullest possible academic physical and social development of each student. In concert with parents and the community, we strive to serve the many and varied needs of our students and families. Our mission is to provide a safe learning environment that is rich in education, encouragement, and support. Gladstone offers students a standards-based curriculum that holds students to high expectations for their personal and academic growth. Students work to strengthen skills in social, emotional and physical skills striving to instill a lifelong love for learning.

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Last updated: 2/2/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	77
Grade 1	84
Grade 2	78
Grade 3	98
Grade 4	100
Grade 5	95
Total Enrollment	532



Last updated: 1/17/2017

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

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	0.6 %
Asian	6.6 %
Filipino	2.3 %
Hispanic or Latino	53.0 %
Native Hawaiian or Pacific Islander	0.4 %
White	27.1 %
Two or More Races	4.7 %
Other	3.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	36.8 %
English Learners	8.8 %
Students with Disabilities	13.3 %
Foster Youth	0.6 %

Last updated: 1/17/2017

A. Conditions of Learning

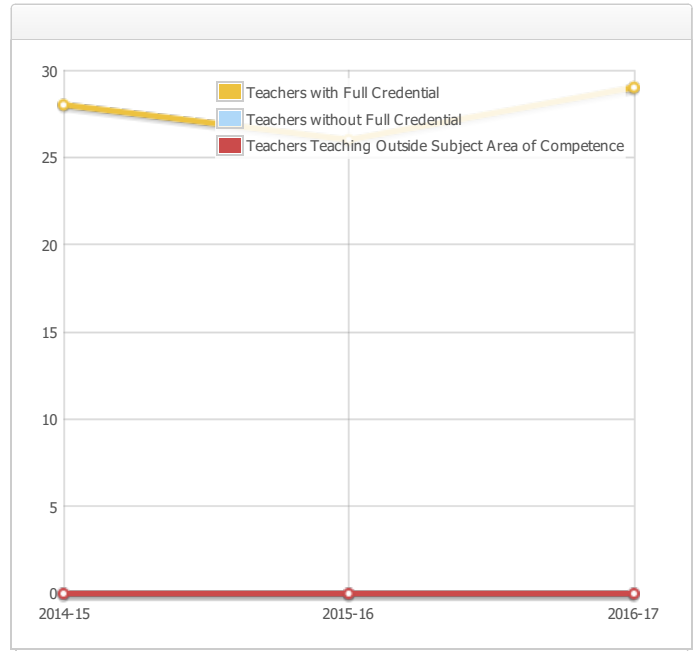
State Priority: Basic

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

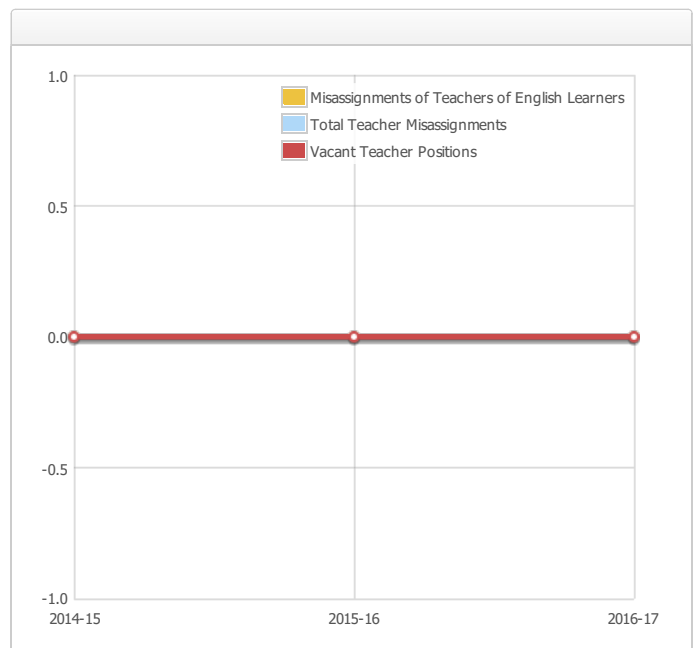
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	26	29	442
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	26



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/17/2017

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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

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.

Last updated: 1/17/2017

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

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Kindergarten – Grade 5 Houghton Mifflin Houghton Mifflin Publishing Company	No	0.0 %
Mathematics	Adopted 2013 Kindergarten – Grade 5 Go Math Houghton Mifflin Harcourt Publishers	Yes	0.0 %
Science	Adopted 2008 Kindergarten – Grade 5 Houghton Mifflin California Science, 2007 Houghton Mifflin Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Kindergarten – Grade 5 History-Social Science for California 2006 Scott Foresman Publishing Company	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/2/2017

School Facility Conditions and Planned Improvements

Gladstone Elementary School is located in San Dimas, CA – adjacent to Lone Hill Park on Shellman Ave and Gladstone Street. Its beautiful facilities include 28 classrooms, an administrative office (registrar, health office, staff workroom, and psychologist office), library, multipurpose/cafeteria, day care room, and three multipurpose playground areas. In 2013-2014, a patio area around the lunch shelter was completed to provide an area for students to congregate during lunch or during other outdoor activities on campus.

A safety report is done each year to ensure the upkeep and safety of school grounds. The school grounds are daily maintained and kept safe and clean by the site custodial team. Modernization was completed in the summer of 2010 and included all the required improvements to bring the facilities up to the current ADA construction code.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

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 2016

Overall Rating	Good
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Last updated: 1/17/2017

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					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	65.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	56.0%	59.0%	45.0%	48.0%	34.0%	36.0%

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.

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	99	100.0%	60.6%
Male	57	57	100.0%	57.9%
Female	42	42	100.0%	64.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.0%	58.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	71.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.0%	47.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	98	99.0%	63.3%
Male	45	45	100.0%	55.6%
Female	54	53	98.2%	69.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.0%	79.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.0%	51.3%
English Learners	--	--	--	--
Students with Disabilities	21	21	100.0%	23.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	95	100.0%	72.6%
Male	46	46	100.0%	63.0%
Female	49	49	100.0%	81.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	69.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.0%	61.1%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	33.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/17/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	99	100.0%	68.7%
Male	57	57	100.0%	64.9%
Female	42	42	100.0%	73.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.0%	66.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	78.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.0%	52.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	98	99.0%	56.1%
Male	45	45	100.0%	53.3%
Female	54	53	98.2%	58.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	44.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.0%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.0%	43.6%
English Learners	--	--	--	--
Students with Disabilities	21	21	100.0%	9.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	95	100.0%	52.6%
Male	46	46	100.0%	54.4%
Female	49	49	100.0%	51.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	48.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	55.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.0%	41.7%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	33.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	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)	90.0%	85.0%	85.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/17/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	95	95	100.0%	85.3%
Male	46	46	100.0%	82.6%
Female	49	49	100.0%	87.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	82.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	18	18	100.0%	88.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.0%	75.0%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	58.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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.

Last updated: 1/17/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.2%	26.3%	18.9%

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

Last updated: 1/17/2017

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 2016-17)

Contact Person: Sandra Gonzalez: 909.971.8204

Parents and community members are always welcome and actively involved at Gladstone. Parents, grandparents and community members annually donate over 8,000 hours of volunteer service to the school. These volunteer hours are documented by volunteers serving on the PTA Board, participating on School Site Council, helping in the classroom, supervising the playground, planning family events, volunteering in the office, managing the school book fair, chaperoning field trips and implementing PTA and school programs. There are always places for people to support the school.

Within the business community many of our parents have contacts that provide wonderful support from local businesses that donate food and supplies to support school programs like the Pride Stride Walk-a-thon, Kindergarten Circus, Young Authors Night, Reading Week, business days and Red Ribbon Week. We are so grateful to companies like: Sam's Club, 3D Graphics, Red Robin, Chili's, Golden Spoon, Sizzler, Red Dragon Karate, JD Roofing San Dimas Community Hospital and others who continue to support Gladstone Elementary School.

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

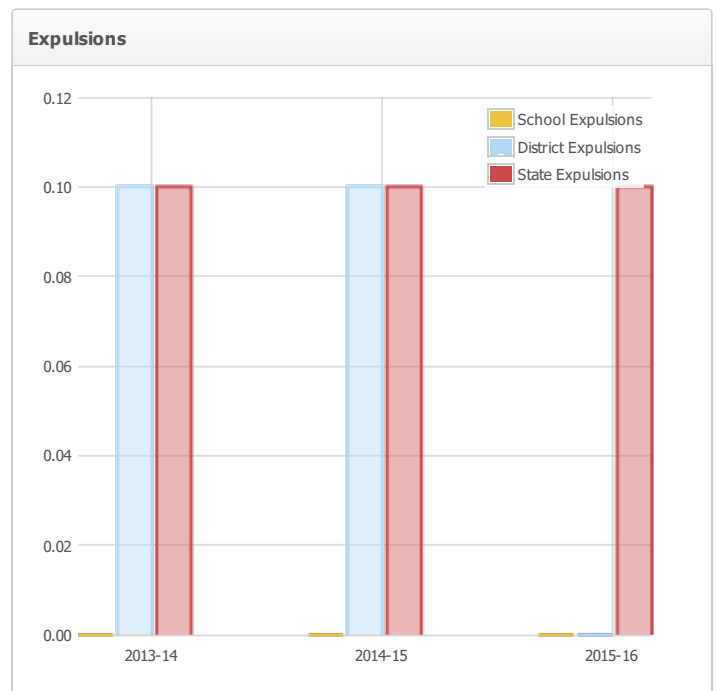
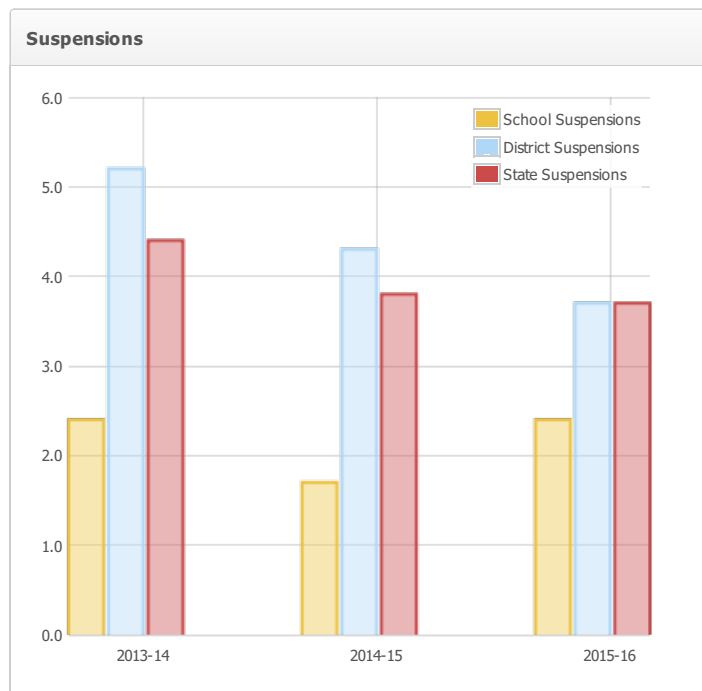
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	1.7	2.4	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Gladstone School provides a safe, secure, and well-supervised environment for learning. The site disaster plan is continually practiced and improved. Each year a comprehensive Safety Plan is done through a committee and approved by the School Site Council. Each year, the plan is reviewed and updated. Monthly drills occur for school/classroom participation including fire, earthquake, and/or lock down procedures.

Last updated: 1/17/2017

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	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	1	3	0	17.0	2	3	0	25.0	0	3	0
1	23.0	0	3	0	24.0	0	3	0	24.0	0	3	0
2	23.0	0	4	0	23.0	0	4	0	25.0	0	3	0
3	22.0	0	4	0	21.0	0	4	0	23.0	0	4	0
4	35.0	0	0	2	34.0	0	0	2	30.0	0	3	0
5	29.0	1	0	3	27.0	1	1	2	29.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	6.0	1	0	0	10.0	1	0	0	0.0	0	0	0

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

Last updated: 2/1/2017

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)		N/A
Other	1.8	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5163.8	\$94.6	\$5069.2	\$86571.3
District	N/A	N/A	\$6747.8	\$77644.2
Percent Difference – School Site and District	--	--	-24.9%	16.2%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-10.7%	21.1%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

Beyond the core academic program, additional funding is provided for the following services and programs:

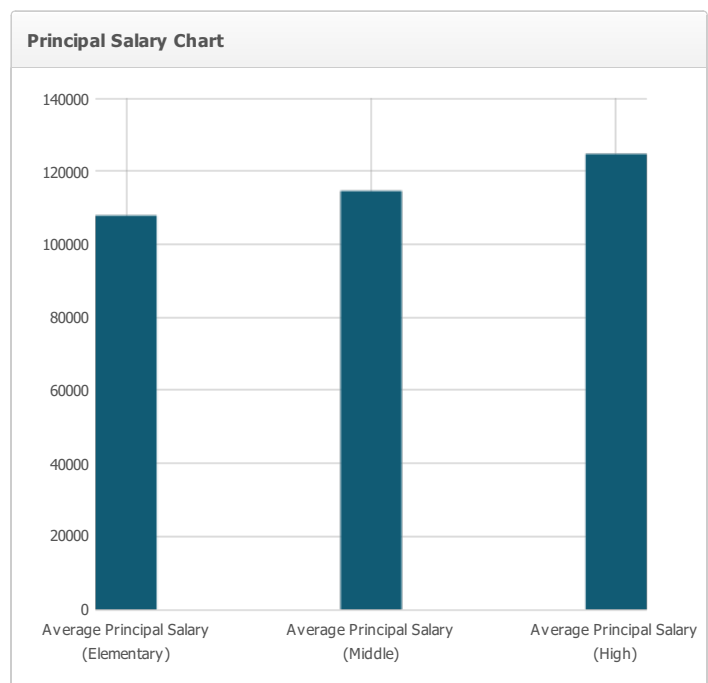
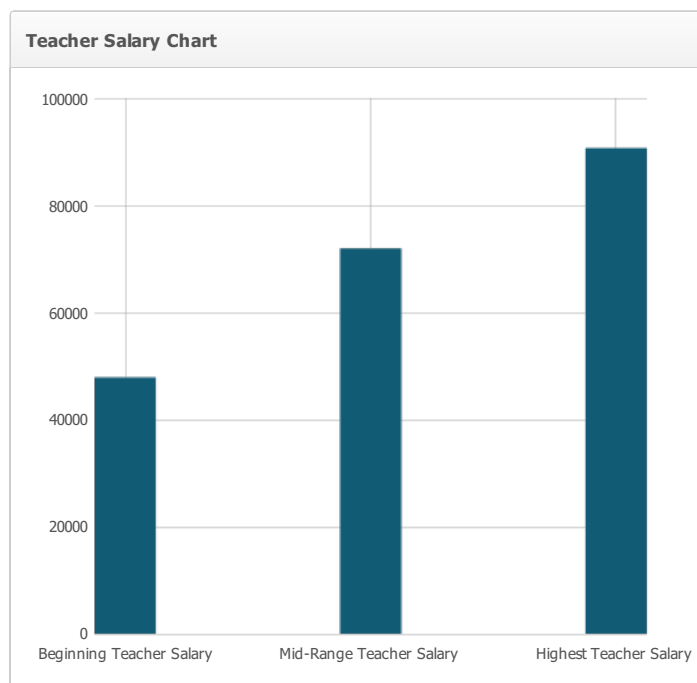
1. ELL—The English Language Learner services provide additional tutoring support for students learning English that assess at a Level 1 or level 2 on the CELDT assessment.
2. Day Care—Day Care services are available on campus from 6:30 a.m. to 6:00 p.m. daily and in the summer to support working parents as a fee-based program. Enrollment is done through the district office and rates vary depending on the program selected.

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,871	\$43,821
Mid-Range Teacher Salary	\$71,947	\$69,131
Highest Teacher Salary	\$90,681	\$89,259
Average Principal Salary (Elementary)	\$107,856	\$108,566
Average Principal Salary (Middle)	\$114,588	\$115,375
Average Principal Salary (High)	\$124,716	\$125,650
Superintendent Salary	\$288,084	\$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/19/2017

Professional Development

Teachers attend numerous trainings throughout the year. Our eight-hour District staff development days are focused on specific curricular areas and how to match instruction with State Standards. Teachers also attend additional training in curricular focus groups in English Language Arts, Mathematics, and Science. Additional District buyback days concentrate on grade level specifics and teaching strategies. Current training initiatives include training staff on the following:

- Step Up to Writing—A school wide writing system focused on teaching tools for teaching writing

- Reading and Literacy—Strategies for specific intervention programs for teaching reading

- Illuminate—An assessment program that organizes assessment data results.

- Renaissance Learning—A software group that includes programs in reading and mathematics to supplement core curriculum and provide intervention for struggling students.

- SmartBoards—An interactive whiteboard connected to the teachers' computer that allows for a higher level of interaction between students and the instruction.

- Voyager and Language!- Two intervention programs being implemented for students struggling with academic performance in reading

- Brain Compatible Direct Instruction—Teachers are provided instruction on how to develop lessons that match educational research of best practices for curriculum delivery.

- Use of mobile technology in the classrooms –including 9 classrooms (Grades 3-5) with a 1:1 student-tablet ratio (5 with iPads, 4 with Chromebooks) and 8-10 mobile devices in each classroom K-2. Special Education classrooms will also have 10 or more mobile devices in each classroom.

Last updated: 1/17/2017