Glen Yermo Elementary School

26400 Trabuco Road • Mission Viejo CA, 92691 • (949) 586-6766 • Grades K-6
Lisa Graham, Principal
Lisa.Graham@svusd.org
www.schools@svusd.org

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Saddleback Valley Unified School District
25631 Peter A. Hartman Way
Mission Viejo CA, 92691
(949) 586-1234
www.svusd.org

District Governing Board

Ginny Fay Aitkens

Dolores Winchell

Dennis Walsh

Amanda Morrell

Suzie R. Swartz

District Administration

Dr. Clint Harwick
Superintendent

Dr. Terry Stanfill
Assistant Superintendent, Human Resources

Jeff Starr
Assistant Superintendent, Business

Laura Ott
Assistant Superintendent, Educational Services

Tammy Blakely
Assistant to the Superintendent

Dr. Rocky Murray
Director, Secondary Education

Liza Zielasko
Director, Elementary Education

Diane Clark
Director, Special Education

Scott Turner
Director, SELPA

Monique Yessian
Director, Student Services

School Description

Located in the city of Mission Viejo, Glen Yermo Elementary School opened in 1974. Since that time, we have served over 400 students each year. Glen Yermo provides an excellent instructional program for an increasingly diverse school community. Glen Yermo Elementary was awarded both the California Gold Ribbon Award and Title I Academic Achievement Award in 2016.

Glen Yermo's instructional program is closely aligned with California Common Core State Standards. We also provide learning enrichment opportunities, a variety of support programs, and student instruction in and access to technology.

Parents and community members volunteer in classrooms and coordinate special activities. We value our families and encourage parent participation in the Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC). This kind of teamwork promotes excellence at Glen Yermo.

Our mission is to inspire every student to think... to learn... to achieve... to care.

Lisa Graham, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	128
Grade 1	47
Grade 2	52
Grade 3	38
Grade 4	50
Grade 5	54
Grade 6	47
Total Enrollment	416

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	3.4
Filipino	3.8
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.2
White	21.4
Two or More Races	7.5
Socioeconomically Disadvantaged	59.1
English Learners	44.7
Students with Disabilities	20.4
Foster Youth	0.5

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			
Glen Yermo Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	17	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Glen Yermo Elementary School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	High Point Basics Student Book Adopted 2004 HM Reading: A Legacy of Literature Adopted 2004 Holt Literature and Language Arts Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections by Harcourt Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Glen Yermo Elementary School opened in 1974. We provide a safe and clean environment for learning. Our plant foreman and night custodians maintain the school and its grounds. We also made these structures more easily accessible to all children. Glen Yermo was completely renovated during the 2006–2007 school year. In the 2007–2008 school year, additional improvements were made in all classrooms, a large multipurpose room was built, and the parking lot was renovated.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9-16-16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Burnt out light, to be replaced by custodian.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain needs adjusting, to be repaired by plumber.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Slide broken. Has been repaired by maintenance department

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
		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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	43	40	61	65	44	48
Math	28	26	48	50	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	59	63	55	80	79	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.5	15.4	25

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	53	51	96.2	54.9
Male	28	26	92.9	69.2
Female	25	25	100.0	40.0
Hispanic or Latino	29	28	96.6	35.7
White	12	12	100.0	83.3
Socioeconomically Disadvantaged	30	29	96.7	37.9
English Learners	21	20	95.2	25.0
Students with Disabilities	11	10	90.9	80.0

* 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. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	35	34	97.1	47.1
	4	53	52	98.1	36.5
	5	54	53	98.2	41.5
	6	48	47	97.9	38.3
Male	**3**	20	19	95.0	47.4
	4	24	24	100.0	20.8
	5	29	28	96.5	46.4
	6	24	24	100.0	25.0
Female	**3**	15	15	100.0	46.7
	4	29	28	96.5	50.0
	5	25	25	100.0	36.0
	6	24	23	95.8	52.2
Hispanic or Latino	**3**	23	22	95.7	31.8
	4	35	35	100.0	28.6
	5	30	30	100.0	33.3
	6	35	35	100.0	34.3
White	**4**	12	11	91.7	54.5
	5	12	12	100.0	58.3
Socioeconomically Disadvantaged	**3**	27	26	96.3	42.3
	4	36	35	97.2	22.9
	5	31	31	100.0	29.0
	6	30	29	96.7	34.5
English Learners	**3**	16	15	93.8	20.0
	4	24	24	100.0	8.3
	5	22	22	100.0	13.6
	6	14	14	100.0	7.1
Students with Disabilities	**3**	11	11	100.0	36.4
	5	12	12	100.0	16.7

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

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	35	34	97.1	50.0
	4	53	52	98.1	13.5
	5	53	52	98.1	17.3
	6	48	47	97.9	31.9
Male	**3**	20	19	95.0	52.6
	4	24	24	100.0	4.2
	5	28	27	96.4	29.6
	6	24	24	100.0	33.3
Female	**3**	15	15	100.0	46.7
	4	29	28	96.5	21.4
	5	25	25	100.0	4.0
	6	24	23	95.8	30.4
Hispanic or Latino	**3**	23	22	95.7	36.4
	4	35	35	100.0	8.6
	5	29	29	100.0	10.3
	6	35	35	100.0	28.6
White	**4**	12	11	91.7	18.2
	5	12	12	100.0	25.0
Socioeconomically Disadvantaged	**3**	27	26	96.3	46.1
	4	36	35	97.2	2.9
	5	30	30	100.0	16.7
	6	30	29	96.7	31.0
English Learners	**3**	16	15	93.8	20.0
	4	24	24	100.0	
	5	21	21	100.0	4.8
	6	14	14	100.0	14.3
Students with Disabilities	**3**	11	11	100.0	36.4
	5	11	11	100.0	18.2

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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)
Our School Site Council (SSC) includes parents, teachers, and staff. The council approves our school plan and budget each year, and also oversees our English Language Advisory Committee (ELAC), Title I program, and Gifted and Talented Education (GATE) expenditures. Our Parent Teacher Association (PTA) has helped us replace our playground equipment, build our library, update technology, purchase books, and provide music, art and science enrichment programs. New members are always welcome. To find out how you can volunteer, please contact PTA President, Traci Troiano, through the school office at (949) 586-6766.

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.

School Safety Plan
Student and staff safety is a primary concern at Glen Yermo. We maintain a Comprehensive Safe School Plan to ensure a secure and orderly learning environment, and we update our emergency procedures yearly. We hold disaster-preparedness drills each month, and staff members monitor our campus before school, after school, and during recesses. We require visitors to register in the office and wear identification tags. The site Plant Foreman and custodial staff maintain the buildings and grounds.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.2	1.0	0.5
Expulsions Rate	1.3	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.9	1.7	1.8
Expulsions Rate	0.2	0.2	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	20	20	3	2	2	4	4	4			
1	29	24	24				1	2	2			
2	30	24	24				2	1	1			
3	25	30	30				2	2	2			
4	32	35	35				1				1	1
5	34	30	30					1	1	1		
6	36	36	36							2	2	2

Professional Development provided for Teachers

Glen Yermo staff focused on the following areas in staff development after looking at school-wide data and participating in classroom visitations: extended language time, Thinking Maps (visual tools for learning), engagement strategies, writing instruction, and Positive Behavior Instruction and Support (PBIS). Glen Yermo's Leadership Team/ PBIS Team meets regularly throughout the school year. Grade-level teams meet monthly to review student progress, plan appropriate instruction, and share teaching strategies. All training focuses on helping students learn the skills and information outlined in our state standards.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$30,000	$45,092
Mid-Range Teacher Salary	$73,082	$71,627
Highest Teacher Salary	$98,840	$93,288
Average Principal Salary (ES)	$119,997	$115,631
Average Principal Salary (MS)	$128,306	$120,915
Average Principal Salary (HS)	$136,764	$132,029
Superintendent Salary	$285,286	$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	5%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5878.85	412.47	5466.38	83358.43
District	♦	♦	5466.38	$80,136
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			0.0	4.0
Percent Difference: School Site/ State			-3.7	9.9

* Cells with ♦ do not require data.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
* Provide appropriate, current instructional materials.
* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
* Support continued implementation of strategies for Designated and Integrated ELD.
* Expand intervention programs for at-risk students to prepare them for "a-g" courses.
* Expand Advancement Via Individual Determination (AVID).
* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
* Expand Counseling Services.
* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

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.