School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glassbrook Elementary	01611926000988	04/20/2022	June 8th, 2022

School Mission and Vision Statements

Glassbrook school ensures academic success and personal well-being for all students by using data, shared responsibility, rigorous expectations, and best practices. (2014)

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program
X Comprehensive Support and Improvement
The purpose of this School Plan for Student Achievement is to ensure alignment of LCAP state priorities with LEA initiatives as well as school goals and budget. This SPSA aims to address State Priorities 2-7 with strategic support for English Language Learners. Glassbrook will focus on developing goals and device a plan that is collaborative and responsive to:

Students having access to CCSS aligned content and adequate tools
Engagement of the parent community and improving partnerships in decision-making
Support students in making progress and monitor closely our ELLs
Establishing practices that promote attendance, school climate, and create a fun and welcoming learning space for community
Students having access to curriculum in all subject areas

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

To ensure alignment Glassbrook will focus on the following strategic goals and actions:
*Create a process and schedule for Cycles of Improvement
*Use various forms of data to analyze and drive our instruction
*Connect our Antiracist Policy to literacy
*Provide continuous opportunities for teacher learning and collaboration
*Strengthen parent partnership by using strategic data
*Create a caring space where all learners feel safe, loved, and have the opportunity to feel part of the Glassbrook community

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the course of the school year, parents teachers, and other staff members participated in the LCAP survey. Staff and teachers also submitted surveys after professional development to help determine and develop next steps.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2021-2022 school year, Glassbrook virtual classrooms were visited regularly. The school has a total of 21 classrooms K-6th grade, these include two Special Day Class, and a large bilingual program. Given that the previous academic year we were in distance learning, the focus of instruction became emotional and mental support. Classrooms were visited regularly, the purpose of the observations was to understand the complexities and challenges of each classroom. In addition, school leaders worked to identify areas of strength and support and create coherence throughout our community. There were formal and informal observations. For formal observations, specific components were selected by teachers prior to observation and the observation was scheduled and documented based on the goals of the teacher. For informal observations, data was not documented. In addition, our Antiracist team continued to gain more understanding of how humanizing practices can be implemented in order to dismantle carceral logic. In general, one of the observations that were made was that teachers needed support in connecting the content of Anti Bias Anti Racist (ABA) to their pedagogy in a practical manner. We worked with a consultant to help us develop this skill. Another observation is that the need for emotional and mental support has not diminished after returning in-person, students and teachers continue to need support with tools and strategies to manage big topics and big emotions.

School principal follows the district-wide evaluation process which begins in September. Throughout the process, teachers set instructional and professional goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Smarter Balance state test is taken every year by students in grades 3-6 for both ELA and Math. In addition, 5th graders take Science. The ELPAC (English Language Proficiency Assessment for California) is administered annually to help determine English language proficiency of all students who are multilingual and speak another language other than English at home.

Each trimester HUSD K-6 teachers provide a variety of assessments to monitor the develop the core areas of instruction English Language Arts and Math. These assessments provide classroom teachers information that can be useful in planning or modifying instruction based on the need of the students.

Glassbrook administers a comprehensive reading assessment (Fountas and Pinnell) to identify the independent and instructional reading level I for each student. The Fountas and Pinnell is administered 3 times a year to guide our instruction as well as our intervention programs. Students who are performing below the grade level expectations are identified and small groups are formed for intense intervention provided by our bilingual paraeducator and our English Language Learner Specialist in 6 week cycles.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Our bilingual paraeducators in collaboration with our ELL Specialist provide and coordinate intervention for our struggling readers and Newcomers. Their instructional decisions are informed by the administration of Fountas and Pinnell, a comprehensive reading assessment. Students are placed in small groups for a 6 week cycle of intense reading/language intervention. After 6 weeks, progress is assessed and placement of groupng may change.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The majority of the staff are veteran teachers who are highly qualified. The current teacher shortage has called for candidates to apply for an emergency permit to teach while completing the credential program. We had four teachers who were working with an emergency permit. However, support was provided to these teachers and they were able to deliver high quality lessons for the most part.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The professional development for this year was focused on cultivating the leadership skills of our Instructional Leadership Team (ILT). The ILT is responsible for planning professional development for teachers on site. This year the few sessions the focus of professional learning for Glassbrook staff was Anti-Bias anti-Racist training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The professional development teachers engaged in this year was all virtual. We had learning sessions that focused on our understanding of race, racism and systemic oppression in schools. We looked closely at our practices and how race and oppression impact student performance as well as access to resources. We engaged in learning how to have complex conversations with young minds as well as how to use frameworks to develop lessons that are culturally responsive. We collaborated with a consultants to identify areas of growth. As a staff, we used various platforms to monitor student progress.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We invest a large portion of our budget on our bilingual paraeducator because this position are a a key piece to our Tier III intervention program. They support teachers by providing intervention cycles for students that are struggling the most in class with reading. They utilize LLI and Soluciones to support students in small groups under the supervision of certificated staff. The entire staff participated in weekly coaching to support them with implementing an anti-racists' lens to their daily lessons.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers were provided with the opportunity to collaborate as a grade-level or PLC each week for one hour. In addition, every effort was made to provide common preps to teachers in the same grade to allow for the opportunity for collaboration. Time for collaborative conversations was intentionally embedded in our professional learning sessions.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As a bilingual school, 12 out of our 21 classrooms are bilingual. This year, we focused on supporting multilingual students in becoming proficient in English by developing a Newcomer group, focusing on oral language development. We also focused heavily on integration to enhance the learning experiences of our students. We utilized platforms such as padlet, flipgrid, and peardeck to support students in demonstrating their understanding of content.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our current daily schedule adheres to the instructional minutes required. We are also implementing a staggered reading model to allow for structured time for small group instruction in Language Arts.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

At the beginning of the year teachers submit a weekly schedule that demonstrates their instructional minutes for each subject area, including English Language Development and preps. The schedules were utilized to create small groups for pull out intervention for K-3 students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

According to our Williams's review for this year, we were found to have the appropriate district adopted materials. In addition we have purchased materials that support non-Spanish speakers who are learning English as an additional language.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Intervention materials for reading instruction Leveled Literacy Intervention (LLI).

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Tier III intervention is provided to students who are reading below grade level in grades K-3. Students that need support in other areas are identified though our Coordination of Services Team (COST), teachers submit a request form and we coordinate counseling, food, academic intervention, and other services that may arise. We have the support from Hayward Promise Neighborhood that has brought many services to our community.

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Thanks to our partnership with Hayward Promise Neighborhood (HPN), a variety of virtual workshops were available to parents. In addition, the school offered workshops from Soul Shoppe to support parents with their own emotional health. Glassbrook also had a Family Engagement Specialist twice a week, this person supported parents in communication and connecting them to resources virtually.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents were given the opportunity to participate in our leadership parent groups such as ELAC and SSC as well as become Parent Ambassadors. The circumstances from COVID restrictions and the various levels of technology literacy made it very challenging for the majority of parents to attend our meetings. However, both ELAC and SSC were able to maintain a regular group of parents and teachers to participate.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

This year the main support for students were our bilingual para educators, who, with the support of credential teachers, provided intervention during school hours and offered an intervention program (LLI). Another service provided to students was the Soul Shoppe workshops.

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Based on reflections from the previous year, a plan was drafted and presented to different leadership groups. Given the circumstances with COVID-19, all meetings continued to be virtual. Stakeholders provided feedback during virtual meetings, both formal and informal. Stakeholders had the opportunity to provide feedback and a second draft was presented to stakeholders for final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A close analysis of quantitative data and qualitative data gathered from stakeholders in addition to the COVID-19 impact on student learning, the following resources inequities were identified:

Student access to qualified teachers
Student access to adequate tools
Teacher access to adequate tools
Language barrier
Digital divide
Caregivers unable to provide support
Communication with families

To be responsive to the inequities above, Glassbrook staff will focus on:
- Emotional support for students and caregivers
- Ensuring that students have access to literature
- Incorporating resources from consultant to continue to develop as antiracist educators

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	87	72	64
Grade 1	62	63	74
Grade 2	79	64	66
Grade3	65	82	67
Grade 4	90	63	79
Grade 5	69	92	63
Grade 6	63	66	94
Total Enrollment	515	502	507

Conclusions based on this data:

1. The data above demonstrates that 85% of our students are Latinx, the next largest group is Asian American 5%.

2. When noticing the number of students there are 16 African Americans and 27 (6 Filipino) Asian students. These families will be the focus for outreach as we attempt to engage families though building relationships.

3. When comparing the number of students who are enrolled in Kindergarten, and the number of students enrolled in 6th grade, we seem to lose an average of 20 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	308	312	279	59.8%	62.2%	55.0%
Fluent English Proficient (FEP)	138	122	112	26.8%	24.3%	22.1%
Reclassified Fluent English Proficient (RFEP)	66	15	19	18.2%	4.9%	6.1%

Conclusions based on this data:

1. The total number of ELLs has decreased and may be related to decreased enrollment by 10% in the last thee years.

2. The ratio between RFEP and FEP has increased in the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	87	65	65	85	61	0	85	60	0	97.7	93.8	0.0
Grade 4	61	89	73	57	82	0	57	82	0	93.4	92.1	0.0
Grade 5	65	68	62	64	64	0	64	64	0	98.5	94.1	0.0
Grade 6	77	60	88	76	60	0	76	60	0	98.7	100	0.0
All Grades	290	282	288	282	267	0	282	266	0	97.2	94.7	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2369.	2377.		4.71	10.00		21.18	11.67		23.53	26.67		50.59	51.67	
Grade 4	2410.	2396.		7.02	4.88		19.30	10.98		26.32	21.95		47.37	62.20	
Grade 5	2456.	2442.		4.69	3.13		17.19	23.44		35.94	21.88		42.19	51.56	
Grade 6	2460.	2476.		2.63	5.00		17.11	16.67		27.63	38.33		52.63	40.00	
All Grades	N/A	N/A	N/A	4.61	5.64		18.79	15.41		28.01	26.69		48.58	52.26	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	4.71	10.17		47.06	45.76		48.24	44.07	
Grade 4	7.02	7.32		45.61	42.68		47.37	50.00	
Grade 5	6.25	7.81		48.44	42.19		45.31	50.00	
Grade 6	3.95	11.67		39.47	38.33		56.58	50.00	
All Grades	5.32	9.06		45.04	42.26		49.65	48.68	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	1.18	8.47		47.06	45.76		51.76	45.76	
Grade 4	5.26	4.88		47.37	51.22		47.37	43.90	
Grade 5	20.31	7.94		34.38	52.38		45.31	39.68	
Grade 6	3.95	3.33		46.05	61.67		50.00	35.00	
All Grades	7.09	6.06		43.97	52.65		48.94	41.29	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.06	5.00		60.00	63.33		32.94	31.67	
Grade 4	7.02	6.10		64.91	57.32		28.07	36.59	
Grade 5	9.38	4.69		50.00	60.94		40.63	34.38	
Grade 6	3.95	5.00		52.63	63.33		43.42	31.67	
All Grades	6.74	5.26		56.74	60.90		36.52	33.83	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.06	11.86		51.76	40.68		41.18	47.46	
Grade 4	8.77	3.66		57.89	42.68		33.33	53.66	
Grade 5	9.38	15.63		60.94	40.63		29.69	43.75	
Grade 6	13.16	10.00		48.68	60.00		38.16	30.00	
All Grades	9.57	9.81		54.26	45.66		36.17	44.53	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, 20% of Glassbrook students met or exceeded the standards in 2018-19. In 3rd grade, 22% of students met or exceeded the standards. In 4th grade, 16% of students met or exceeded the standards. In 5th grade, 27% of students met or exceeded the standards. In 6th grade, 20% of students met or exceeded the standards.

2. In 2019, Glassbrook Elementary School had 61% of its 3rd-6th graders scored At of Near Standard in Listening. In 3rd grade, 63% of students scored At of Near Standard in Listening. In 4th grade, 57% of students scored At of Near Standard. In 5th grade, 61% of students scored At of Near Standard in Listening. In 6th grade, 63% of students scored At of Near Standard in Listening. Another strength is Writing 53% of Glassbrook students scored At or Near Standard in Writing. In 3rd grade 46% of students scored At or Near Standard in Writing. In 4th grade, 51% of students scored At or Near Standard in Writing. In 5th grade, 52% of students scored At or Near Standard in Writing. In 6th grade, 63% of students scored At or Near Standard in Writing.

3. Overall, 48% of our students scored Below Standard in Reading. In 3rd grade, 44% of students scored Below Standard in Reading. In 4th grade, 50% of students scored Below Standard in Reading. In 5th grade, 50% of students scored Below Standard in Reading. In 6th grade, 50% of students scored Below Standard in Reading.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	87	65	65	85	63	0	85	63	0	97.7	96.9	0.0
Grade 4	61	89	73	60	88	0	60	88	0	98.4	98.9	0.0
Grade 5	65	68	62	64	68	0	64	68	0	98.5	100	0.0
Grade 6	77	60	88	76	59	0	76	59	0	98.7	98.3	0.0
All Grades	290	282	288	285	278	0	285	278	0	98.3	98.6	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2377.	2387.		2.35	3.17		21.18	23.81		24.71	28.57		51.76	44.44	
Grade 4	2416.	2392.		0.00	0.00		13.33	7.95		41.67	31.82		45.00	60.23	
Grade 5	2446.	2446.		3.13	4.41		7.81	14.71		28.13	33.82		60.94	47.06	
Grade 6	2462.	2465.		3.95	3.39		10.53	6.78		32.89	38.98		52.63	50.85	
All Grades	N/A	N/A	N/A	2.46	2.52		13.68	12.95		31.23	33.09		52.63	51.44	

2019-20 Data:
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	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.06	11.11		31.76	36.51		61.18	52.38	
Grade 4	3.33	1.14		31.67	25.00		65.00	73.86	
Grade 5	7.81	10.29		20.31	29.41		71.88	60.29	
Grade 6	3.95	5.08		27.63	28.81		68.42	66.10	
All Grades	5.61	6.47		28.07	29.50		66.32	64.03	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.41	9.52		41.18	44.44		49.41	46.03	
Grade 4	6.67	2.27		51.67	35.23		41.67	62.50	
Grade 5	4.69	2.94		32.81	44.12		62.50	52.94	
Grade 6	3.95	3.39		39.47	33.90		56.58	62.71	
All Grades	6.32	4.32		41.05	39.21		52.63	56.47	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	3.53	6.35		62.35	44.44		34.12	49.21	
Grade 4	0.00	2.27		45.00	38.64		55.00	59.09	
Grade 5	4.69	5.88		32.81	36.76		62.50	57.35	
Grade 6	3.95	3.39		44.74	42.37		51.32	54.24	
All Grades	3.16	4.32		47.37	40.29		49.47	55.40	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, 15% of Glassbrook students met or exceeded the standards in 2018-19. In 3rd grade, 27% of students met or exceeded the standards. In 4th grade, 8% of students met or exceeded the standards. In 5th grade, 19% of students met or exceeded the standards. In 6th grade, 10% of students met or exceeded the standards.

2. In 2019, Glassbrook Elementary School had 40% of its 3rd-6th graders scored At or Near Standard in Communicating Reasoning. In 3rd grade,44% of students scored At or Near Standard in Communicating Reasoning. In 4th grade, 39% of students scored At or Near Standard in Communicating Reasoning. In 5th grade, 37%%of students scored At or Near Standard in Communicating Reasoning. In 6th grade, 42% of students scored At or Near Standard in Listening.

3. Overall, 64% of our students scored Below Standard in Concepts and Procedures. In 3rd grade, 52% of students scored Below Standard in Concepts and Procedures. In 4th grade, 74% of students scored Below Standard in Concepts and Procedures. In 5th grade, 60% of students scored Below Standard in Concepts and Procedures. In 6th grade, 66% of students scored Below Standard in Concepts and Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1381.3	1374.0	1354.7	1392.6	1387.4	1365.7	1354.5	1342.4	1328.9	72	69	50
1	1444.0	1423.2	1395.4	1436.0	1423.1	1422.2	1451.6	1422.7	1367.9	64	50	53
2	1465.9	1439.5	1441.4	1454.9	1450.2	1441.8	1476.5	1428.4	1440.4	54	53	48
3	1456.7	1473.9	1458.7	1440.3	1474.9	1450.3	1472.5	1472.5	1466.4	46	39	43
4	1478.2	1490.6	1480.6	1465.9	1480.5	1480.5	1489.9	1500.3	1480.1	32	47	42
5	1508.1	1488.1	1503.5	1493.4	1483.3	1493.4	1522.3	1492.3	1513.3	38	35	31
6	1501.1	1519.3	1509.6	1486.7	1520.0	1510.0	1515.1	1518.1	1508.7	31	28	39
All Grades										337	321	306

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1.45	6.00	23.61	18.84	12.00	27.78	39.13	36.00	41.67	40.58	46.00	72	69	50
1	34.38	6.00	0.00	29.69	20.00	11.32	20.31	40.00	30.19	*	34.00	58.49	64	50	53
2	40.74	7.55	6.25	37.04	33.96	27.08	*	35.85	31.25	*	22.64	35.42	54	53	48
3		2.56	2.33	23.91	53.85	18.60	47.83	17.95	44.19	28.26	25.64	34.88	46	39	43
4	*	4.26	9.52	56.25	51.06	30.95	*	25.53	30.95	*	19.15	28.57	32	47	42
5	28.95	5.71	13.33	47.37	45.71	43.33	*	25.71	20.00	*	22.86	23.33	38	35	30
6	*	10.71	20.51	48.39	42.86	35.90	*	39.29	20.51	*	7.14	23.08	31	28	39
All Grades	18.69	4.98	7.54	35.01	35.51	23.93	23.74	32.71	31.15	22.55	26.79	37.38	337	321	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.06	7.25	6.00	23.61	21.74	32.00	18.06	28.99	24.00	40.28	42.03	38.00	72	69	50
1	42.19	10.00	5.66	25.00	14.00	35.85	*	46.00	28.30	18.75	30.00	30.19	64	50	53
2	38.89	20.75	16.67	35.19	43.40	22.92	*	16.98	35.42	20.37	18.87	25.00	54	53	48
3	*	28.21	9.30	45.65	35.90	23.26	*	17.95	44.19	28.26	17.95	23.26	46	39	43
4	*	27.66	21.43	*	36.17	35.71	*	17.02	21.43	*	19.15	21.43	32	47	42
5	36.84	31.43	33.33	28.95	34.29	36.67	*	11.43	6.67	*	22.86	23.33	38	35	30
6	*	28.57	35.90	51.61	50.00	35.90	*	17.86	7.69	*	3.57	20.51	31	28	39
All Grades	27.30	19.94	16.72	32.64	31.78	31.48	16.62	23.68	25.25	23.44	24.61	26.56	337	321	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	*	8.70	6.00	58.33	57.97	36.00	34.72	33.33	58.00	72	69	50
1	31.25	4.00	0.00	34.38	22.00	5.66	*	36.00	15.09	18.75	38.00	79.25	64	50	53
2	33.33	3.77	6.25	35.19	22.64	22.92	*	37.74	25.00	*	35.85	45.83	54	53	48
3		0.00	2.33	*	30.77	13.95	39.13	35.90	41.86	41.30	33.33	41.86	46	39	43
4	*	2.13	0.00	40.63	31.91	23.81	*	44.68	23.81	*	21.28	52.38	32	47	42
5	*	0.00	6.67	52.63	8.57	10.00	*	65.71	60.00	*	25.71	23.33	38	35	30
6	*	0.00	10.26	*	17.86	10.26	38.71	53.57	43.59	*	28.57	35.90	31	28	39
All Grades	14.84	1.56	3.28	27.89	19.94	13.11	32.34	47.04	33.11	24.93	31.46	50.49	337	321	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	31.94	7.25	4.00	50.00	66.67	52.00	18.06	26.09	44.00	72	69	50
1	60.94	28.00	15.09	26.56	50.00	62.26	*	22.00	22.64	64	50	53
2	40.74	22.64	12.50	48.15	56.60	56.25	*	20.75	31.25	54	53	48
3	*	2.56	9.30	67.39	61.54	53.49	28.26	35.90	37.21	46	39	43
4	*	10.64	28.57	56.25	59.57	52.38	*	29.79	19.05	32	47	42
5	*	2.86	26.67	52.63	60.00	50.00	*	37.14	23.33	38	35	30
6	*	10.71	12.82	64.52	64.29	66.67	*	25.00	20.51	31	28	39
All Grades	32.05	12.77	14.75	49.85	59.81	56.39	18.10	27.41	28.85	337	321	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	5.80	10.00	37.50	42.03	42.00	48.61	52.17	48.00	72	69	50
1	23.44	2.00	11.32	54.69	52.00	60.38	21.88	46.00	28.30	64	50	53
2	46.30	24.53	22.92	33.33	52.83	56.25	20.37	22.64	20.83	54	53	48
3	23.91	58.97	20.93	47.83	25.64	44.19	28.26	15.38	34.88	46	39	43
4	50.00	55.32	30.95	*	29.79	45.24	*	14.89	23.81	32	47	42
5	65.79	71.43	43.33	*	5.71	33.33	*	22.86	23.33	38	35	30
6	54.84	57.14	61.54	38.71	39.29	17.95	*	3.57	20.51	31	28	39
All Grades	35.31	33.64	26.56	39.47	37.38	44.26	25.22	28.97	29.18	337	321	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	58.33	69.57	40.00	40.28	30.43	60.00	72	69	50
1	43.75	16.00	5.66	35.94	44.00	22.64	20.31	40.00	71.70	64	50	53
2	44.44	1.89	14.58	40.74	71.70	47.92	*	26.42	37.50	54	53	48
3	*	0.00	2.33	41.30	56.41	41.86	56.52	43.59	55.81	46	39	43
4	*	2.13	0.00	68.75	68.09	59.52	*	29.79	40.48	32	47	42
5	*	2.86	6.67	76.32	68.57	63.33	*	28.57	30.00	38	35	30
6	*	0.00	7.69	35.48	25.00	17.95	61.29	75.00	74.36	31	28	39
All Grades	17.51	3.43	5.25	49.85	60.12	40.66	32.64	36.45	54.10	337	321	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.25	2.00	58.33	50.72	52.00	29.17	42.03	46.00	72	69	50
1	21.88	4.00	0.00	60.94	60.00	20.75	17.19	36.00	79.25	64	50	53
2	29.63	1.89	4.17	61.11	58.49	35.42	*	39.62	60.42	54	53	48
3	*	12.82	4.65	58.70	69.23	55.81	23.91	17.95	39.53	46	39	43
4	*	12.77	0.00	56.25	70.21	57.14	*	17.02	42.86	32	47	42
5	55.26	0.00	3.33	36.84	71.43	73.33	*	28.57	23.33	38	35	30
6	*	28.57	12.82	74.19	67.86	69.23	*	3.57	17.95	31	28	39
All Grades	24.63	8.41	3.61	58.16	62.31	49.51	17.21	29.28	46.89	337	321	305

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall 321 students were assessed in the 2018-19 school year. 4% of students assessed performed at Level 4, 35% of students assessed performed at level 3, 32% of students assessed performed at Level 2 and 26% of students assessed performed at Level 1.

2. The majority of students performing at beginning level seem to be struggling in the areas of reading and writing. In reading, 36% of our students scored Beginning in reading and in writing 29% of our students scored Beginning.

3. In the domain of Listening, 60% of students assessed performed at Somewhat/Moderately while 37% of our students scored the same in Speaking.

School and Student Performance Data
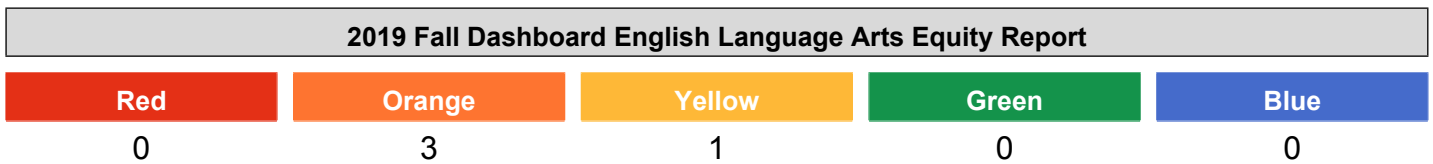
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
507	**76.7**	**55.0**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	279	55.0
Foster Youth		
Homeless	3	0.6
Socioeconomically Disadvantaged	389	76.7
Students with Disabilities	58	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	3.0
American Indian or Alaska Native		
Asian	24	4.7
Filipino	5	1.0
Hispanic	429	84.6
Two or More Races	10	2.0
Native Hawaiian or Pacific Islander	9	1.8
White	15	3.0

Conclusions based on this data:

1. The total number of students enrolled at Glassbrook in 2018-19 were 515, composed of 308 students who are learning English as a second languge, 2 foster youth, 4 homeless, 437 (85%) Economicaly challenged, and 57 students with Disabilities.

2. 440 of our students are Latinx. The second larges ethnic population is Asian with 27 students as well as 6 Filipino students. 16 Black students.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Orange		

Conclusions based on this data:

1. Suspension Rate is at red, this may imply that we need to focus on climate and building relationships with students.

2. Chronic Absenteeism is at orange, this may imply that we need to develop a plan for reachig out to families and finding out the cause.

3. Both Math and ELA are orange, this may imply that we need to take a closer look at the connection between instruction and assessments.

School and Student Performance Data

Academic Performance
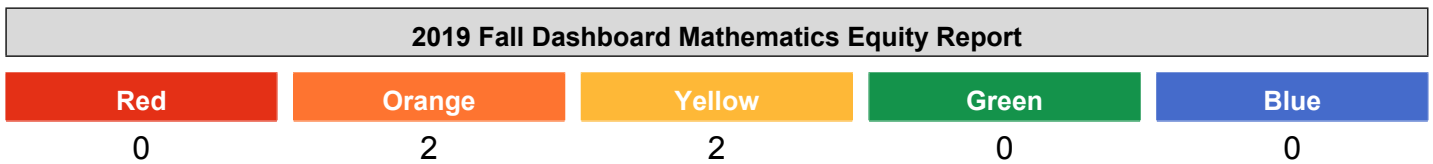## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
59.2 points below standard	66.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.8 points	Declined -3.4 points	
		1
272	226	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	57.1 points below standard	66.7 points below standard
	Maintained -1.9 points	Increased Significantly ++18.6 points
9	240	31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	27.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
9		18	2

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
65.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.2 points	1	6	5
231			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.6 points below standard	15.6 points below standard	42.5 points below standard
Declined -8.3 points	Increased ++9.3 points	Declined -6.9 points
133	93	32

Conclusions based on this data:

1. Students with Disabilities increased 18.6 points.

2. Our school population is mainly Latinx, Economically Challenged and English Language Learners, this sets a challenge for differentiation. The majority of the school is a sub-group.

3. Only 32 students are identified as English Only.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
69.7 points below standard	73.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.6 points	Maintained ++1.2 points	
		1
271	224	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	68.7 points below standard	89.3 points below standard
	Increased ++4.4 points	Increased ++4.5 points
10		
	239	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		14.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
9		16	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
75.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3 points	1	6	5
232			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.7 points below standard	41.8 points below standard	67.5 points below standard
Maintained -0.8 points	Increased ++7.1 points	Declined -4 points
131	93	33

Conclusions based on this data:

1. The majority of the school population is Latinx, English Language Learner and Socio Economically Challenged. This makes it difficult to differentiate and support sub-groups.

2. Our Reclassified English Learners increased 7 points, while our English Only decreased 4 points. Our students with Disabilities also increased 4.5 points.

3. Although we do not have a performance color for Homeless students, we need to note that we have at least 10 students who are identified as homeless.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.6 making progress towards English language proficiency
Number of EL Students: 223
Performance Level: Medium
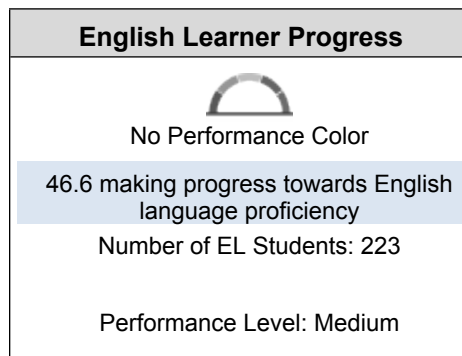
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.3	39.0	0.8	45.7

Conclusions based on this data:

1. 102 of students assessed progressed at Least one ELPI level while 87 of the students assessed maintained their ELPI level.

2. 32 students assessed decreased ELPI Levels.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
12.2	10.1	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.4	Increased +0.8	2
547	375	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
10.5	12.5	17.5
Increased +6	Declined -0.5	Declined -1.5
19	464	63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
37.5	Less than 11 Students - Data Not Displayed for Privacy	16.7	Less than 11 Students - Data Not Displayed for Privacy
Declined -25.7		Increased +3.6	
	1		6
16		30	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
9.9	Less than 11 Students - Data Not Displayed for Privacy	9.1	38.5
Maintained +0.4		11	13
	5		
465			

Conclusions based on this data:

1. Overall 12% of Glassbrook students were absent 10 or more times during the 2018-2019 school year.

2. 10% of English Language Learner students were absent 10 or more times during the 2018-2019 school year.

3. 17 .5% of our students with Disabilities were absent 10 or more times during the 2018-2019 school year.

School and Student Performance Data

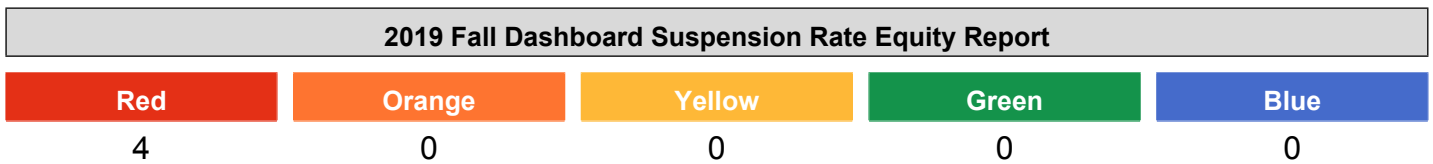## Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
9.9	9.3	Less than 11 Students - Data Not
Increased Significantly +9.9	Increased Significantly +9.3	2
565	386	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
4.8	9.4	12.7
Increased +4.8	Increased Significantly +9.4	Increased +12.7
21	478	63

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
18.8	Less than 11 Students - Data 2	6.7	Less than 11 Students - Data 6
Increased +18.8		Increased +6.7	
16		30	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
10	Less than 11 Students - Data 5	9.1	14.3
Increased Significantly +10		11	14
481			

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	9.9

Conclusions based on this data:

1. In 2018-2019 10% of students were suspended. Placing Glassbrook in the red according to Dashboard score.

2. In analyzing sub groups, 18% African American population 18%, of our Latino population 9% were suspended, from our Asian population 6% were suspended, 9% of our Pacific Islander population and 14% of our White population. These numbers seem disproportionate given our population. In particular the African American population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts

LEA/LCAP Goal

LEA Goal:
- 21st Century Success in ELA All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

LCAP Goal:
- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 1

Reading: By the end of 2022-2023 we will strive to grow 10% in the amount of students who are meeting expectations according to the Fountas And Pinnell Assessment K-6. In addition, we will strive to decrease the amount of students not meeting expectations by 10%. With 98% of our students assessed by the third trimester of 2022-2023.

Writing: During 2022-2023 Glassbrook teachers will administer a writing task for informational, narrative and opinion writing. We will do a pre/post assessment at the beginning and end of each writing unit.

Identified Need

During the pandemic students were not assessed regularly therefore one of the needs for staff was to become familiar and coherent in administering reading assessments. We need to put in place our assessment plan and monitor growth in reading closely. At the same time, we need to develop a data analysis as part of our culture and day to day practice. This year we will focus on learning about readers and their needs in order to be responsive, intentional, and critical in our pedagogy. We will identify the needs in reading instruction in both Spanish and English.

Equity
After analyzing the structures that promote oppression, educators at Glassbrook need support in connecting our antiracist work to connect their new knowledge to pedagogical practices. We will move to focus on incorporating what we know in our classrooms and our daily routines. We will continue to work with consultants to continue to sharpen our equity lens and support the development of units that are thematic and inclusive.

Habits
We have spent the year catching up with reading habits including administering reading assessments in a coherent manner. We have focused on supporting teachers to administer assessment. Next, year we will focus on creating a plan to allow for teachers to engage intentionally in lesson studies, cycles of inquiry, data analysis and collegial discussions using qualitative and quantitative data. Small group instruction will be our reading approach K-6th.

Reading

Much of the resources to support reading will be for small group instruction in order to provide more intensive reading instruction.
We need supplemental Guided Reading libraries to be able to engage students in small group reading instruction.

Professional Development
We have spent the last three years analyzing White Supremacy Culture and Systemic Oppression, we will connect our past learning to our pedagogical moves in reading and in writing by developing thematic units across grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2019	CAASPP 2019	CAASPP 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Develop a model and structure to support ongoing data analysis and professional learning for teachers.

Strategy/Activity

Equity
- Books for student home libraries
- Support classroom library development

Habits
- Cycle of Inquiry
- Tier I and Tier II support for reading in classrooms
- Release time for teachers for data talks and cycles of improvement
- Paraeducator will begin Intense intervention Tier III after the first 30 days and in 6 week cycles

Professional Development
- Guided Reading
- Connect previous year's ABAR PD to our pedagogy

Resources
- Guided reading resources and materials
- Teacher Release Time
- Coaching
- Paraeducator
- Consultant

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,065	LCFF 2000-2999: Classified Personnel Salaries Bilingual Biliterate Paraeducator
39,820	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Bilingual Biliterate Paraeducator
20,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Summer Consultant
13,662	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Library Media Technician
33,000	California Support and Improvement 4000-4999: Books And Supplies Books and Supplies
31,878	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Library Media Tech
25,309	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries TOSA Literacy Coach
50,000	California Support and Improvement 5800: Professional/Consulting Services And Operating Expenditures Consultant

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Teachers and leaders will engage in reflective learning cycles focusing on Critical Antiracist Pedagogy

Strategy/Activity

Equity
- qualitative and quantitative data to monitor student progress and learning.

Habits
- Observational Rounds
- Data Talks
- Team Teaching

Professional Development
- Series of workshops on Antiracist Pedagogy

Resources
- Release time to analyze data and engage in cycles of improvement
- Consultant

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	California Support and Improvement 4000-4999: Books And Supplies Books
25,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher Hourly & Substitute

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year the goal is difficult to measure because we did not have a formal district assessment plan. Due to COVID Pandemic, we were unable to administer the annual Smarter Balance assessment to measure growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A large percentage of the budget is utilized to provide students with the materials that they need to be able to participate and remain engaged in reading. COVID created many challenges with absences and it was challenging to monitor reading growth. In addition, there was a severe shortage of substitute teachers which limited our ability to do data analysis or engage in cycles of inquiry.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the lack of measurement with the previous goal, it was difficult to determine attainment or progress for 2021-2022.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LEA Goal:
- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

LCAP Goal:
- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 2

Based on comparison from 2018-2019 results. Glassbrook's overall percentage of students who met or exceeded the standard in Mathematics was 15%. Glassbrook aims to meet or exceed 20% at proficiency in Mathematics by focusing on the eight mathematical practices in grades k-6 in order to support the foundation for critical thinking in mathematics.

Identified Need

The percentage of students who meet or exceed in CAASPP Results for Mathematics will increase by 5% based on comparison from 2018-2019 results. Glassbrook's overall percentage of students who met or exceeded the standard in Mathematics was 15% based on 2018-19 Results. Glassbrook aims to meet or exceed 20% at proficiency in Mathematics.

Equity
Students will have access to mathematical tools. They will be experience hands on learning and opportunities to demonstrate what they know in a variety of ways.

Habits
Glassbrook's staff will identify one common approach to mathematics and engage in cycles of improvement to analyze student work.

Professional Development
Glassbrook teachers will engage in professional development in

Resources
The majority of resources used will be to support cycles of improvement and math tools for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Identify or create a common formative assessment for K-6 that will support guide our instruction. Determine a set of common pedagogical practices that support students in concepts and procedures as well as problem solving and reasoning.

Strategy/Activity

Equity
- Select common practices (i.e. Number Talks, Problem of the Month, MARS Tasks)
- Mathematical tools for students to process and reason

Habits
- Cycle of Improvement Release
- Observational Rounds

Professional Development
- Engage in collegial discourse around student work
- Development of thematic units across grade levels

Resources
- Materials and Supplies for bath bags

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher Substitute Release
	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Teachers and leaders will engage in Cycles of Improvement focused on differentiated instruction in reading and math. Teams will also have the opportunities to backward map focusing on one mathematical practice at a time.

Strategy/Activity

Equity
- Small group instruction targeted to individual needs based on assessment and observation

- Differentiated instruction
- Incorporation of other modalities of instruction

Habits
- Cycle of Improvement Release
- Observational Rounds
- Math workshop

Professional Development
- Differentiated professional development for teachers according to their level of expertise

Resources
- Summer math institute and follow ups

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	California Support and Improvement 1000-1999: Certificated Personnel Salaries Teacher hourly and Substitute
	California Support and Improvement 4000-4999: Books And Supplies Materials & Supplies
	California Support and Improvement 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to distance learning in 2020-2021 school year, we do not have data to compare growth. We will resume this goal next school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Learners

LEA/LCAP Goal

LEA Goal:
- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

LCAP Goal:
- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 3

By the end of the 2021-2022 school year, we will have identified the students who maintained and did not make progress and developed a plan of action depending on findings. The goal is to have 60% of our English Languge Learners make progress of at least one ELPI level.

Identified Need

According to the English Learner Progress Indicator (ELPI) 39% of ELs maintained their language proficiency level while 45% increased one level. This year, Glassbrook teachers identified areas of growth for ELLs.

Equity
In the past year, Glassbrook has had a growing population of immigrants and newcomers. As they enter our school, we realize that our systems of support need to be expansive to support different areas of language acquisition.

Habits
To be able to monitor individualized goals, teachers must have routines that promote data analysis and inquiry.
3
Professional Development
Glassbrook have continuously learned from each other. A more formalized approach to data driven collaboration will support student growth.
Continue working with Woke Kindergarten to support English development.

Resources
As a community we need systems in place to support students language skills. We will =====

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Identify students that have not made progress and analyze their data, develop an individualized intervention plan of action for support.

Strategy/Activity

Tasks
Identify students who have maintained the same level
Continue to prioritize reading services for ELLs
Incorporate reading and writing during designated ELD time
Work with ELL Specialist to develop a Newcomer support group
Work with ELL Specialist to set SMART goals for students who have maintained

Equity
- Strategic grouping for students
- Tier 1, Tier 2, Tier 3 Intervention
- Newcomer support group

Habits
- Glassbrook's staff will analyze student work regularly to create goals that are individual and realistic
- Prioritize reading and writing for ELLs and incorporate reading and writing during designated ELD time

Professional Development
- Glassbrook teachers will engage in cycles of improvement that are responsive to student learning artifacts
- Cycles of improvement

Resources
The majority of resources used will be to support cycles of improvement and math tools for students.
Additional hours for planning for teachers
Materials and supplies for lesson development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Comprehensive Support and Improvement (CSI)

	Materials and Supplies
2,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Small Group Materials
10,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Substitute for Teacher for Collaboration

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	LCFF Supplemental and Concentration Funds
	None Specified
	None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate: Family Engagement

LEA/LCAP Goal

LCAP Goal:
- Increase communication with parents and ensure that they are equipped to be partners and decision makers

Goal 4

In 2022-2023 Glassbrook staff will work towards being more equitable in communication and centering caretaker voice.

Identified Need

With our new reliance on caregivers to support student learning along with the current cultural and pedological shifts being made at Glassbrook, the partnership with students and caretakers has become crucial. In 2020-2021 we facilitated a focus group with students and with parents as an experimental form of gathering data to inform our decision making.   This allowed for the amplification of caregiver voice. For 2021-22 were unable to replicate the process due to various unforeseen circumstances (i.e. potential school closures, COVID surges, etc.) In order to continue to build a community that is antiracist and equitable we must closely analyze practices that promote school-prison nexus.

Equity
Our communication tends to be written to parents. We need to explore more equitable ways of communicating with parents to be able to reach the entire community.
Supporting parents to connect to Class Dojo

Habits
Our focus group was very successful. We would like to formalize that practice and include students as well.
Work with FES to manage communication in several platforms (i.e. email, text, social media, etc.)

Professional Development
Support parents in workshop during the first few weeks to connect to Class Dojo

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Recruit and collaborate with a group of parents to explore and identify forms of communication that are easily accessible and effective.

Strategy/Activity

Tasks
Identify group of parents that is willing to support school communication (preferably one per classroom)
Work with group of parents to explore different modes of communication (i.e. website, apps, etc)
Provide parents with workshops that support basic technology skills as well as instructional tools
Provide parents with leadership skills and practice to cultivate parent engagement

Resources
Family Engagement Specialist
Parent Communication Committee
Additional Teacher hours

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Part A: Parent Involvement Materials & Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

250	ESSA Title I , Part A , Basic Grants Low Income and Neglected

	Expenses for Parent Meetings

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Given the circumstances that COVID protocols and surges provided in schools, connections with parents was challenging. However, due to the needs during the pandemic, many more parents became more accustomed to communicating via email. We utilized class Dojo as a platform to communicate with parents more closely. Parents were supported the first few weeks of school to activate their account. Communication using a common platform enhanced interactions between parents and the school community. In addition, selecting this platform also allowed parents to translate content to multiple languages. Due to the unforseen circumstances returning from distance learning, school leaders were unable to conduct a focus group of caretakers in a formalized manner. This goal will continue for the 2022-2023 academic school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The allocated budget was no necessary because the platform was free of charge. The only expenditures were for some materials to promote parent participation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The unforeseen circumstances of changing COVID guidelines made it difficult to establish typical communication since the majority of the labor went into supporting caretakers in understanding COVID Protocols.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate: School Culture

LEA/LCAP Goal

Goal 5

To hold a libreratory and abolitionist praxis by meaningfully disrupting the ways in which carceral logic and white supremacist culture show up in our community.

Identified Need

For the 2022-2023 school year we have identified the three areas to focus on:

1. Student Agency and Voice: Shifting away from compliance and focusing student-centered practices (i.e assessments, topics, curriculum), and promoting interdependence; with the intent to respect and honor the child's personhood, autonomy, and the wisdom/knowledge that they bring in decisions in regards to their education and school environment.

2. Relationships and Community: Develop authentic partnerships between teachers and (individual) students, as well as community members in order to restore, repair, and strengthen relationships between all members of the Glassbrook community.

3. Spacing, Movement, and Environment: Provide humanizing practices in all spaces that center students as agents of their educational experiences in order to dismantle school to prison nexus practices.

2022-2023 We will focus on regrouping our Antiracist team. We will continue our work with our consultant to connect our learning from this year to developing thematic units and a process for selecting resources that bring an ABAR lens. We will continue to analyze the areas of student agency and voice, relationships and community, and spacing, movement and environment. We will analyze areas in our classrooms and throughout our school-wide policies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide teachers with spaces for learning abolitionist praxis

Strategy/Activity

Equity
We will work towards changing our policies and practices to provide students agency

Habits
We will bring back our antiracist team to help with the development of new practices

Professional Development
The antiracist team will provide learning experiences for educators

Resources
We will work with consultant to continue studying our own school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2021-2022 presented many unforeseen challenges for our community, potential school closures and COVID surges that took a large portion of our energy. However, staff and school leadership was able to maintain focus on connecting our previous learning to our pedagogy. Staff participated in workshops that supported critical content to be delivered in a practical manner.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences were noted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Glassbrook will continue working with consultant in order to engage in the development of thematic units and continue to sharpen our abolitionist praxis lens.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$151,710
Total Federal Funds Provided to the School from the LEA for CSI	$76,851.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$302,984.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$86,000.00
Title I Part A: Basic Grants Low-Income and Neglected	$78,791.00
Title I Part A: Parent Involvement	$1,000.00

Subtotal of additional federal funds included for this school: $165,791.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
California Support and Improvement	$88,000.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	$250.00
LCFF	$17,065.00
LCFF - Supplemental	$31,878.00

Subtotal of state or local funds included for this school: $137,193.00

Total of federal, state, and/or local funds for this school: $302,984.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	54,421.00	37,356.00
Title I	79,736.00	79,736.00

Expenditures by Funding Source

Funding Source	Amount
California Support and Improvement	88,000.00
Comprehensive Support and Improvement (CSI)	86,000.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	250.00
LCFF	17,065.00
LCFF - Supplemental	31,878.00
Title I Part A: Basic Grants Low-Income and Neglected	78,791.00
Title I Part A: Parent Involvement	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,309.00
2000-2999: Classified Personnel Salaries	102,425.00
4000-4999: Books And Supplies	40,000.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	50,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

4000-4999: Books And Supplies	California Support and Improvement	38,000.00
5800: Professional/Consulting Services And Operating Expenditures	California Support and Improvement	50,000.00
	Comprehensive Support and Improvement (CSI)	4,000.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	60,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	2,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	20,000.00
	ESSA Title I , Part A , Basic Grants Low Income and Neglected	250.00
2000-2999: Classified Personnel Salaries	LCFF	17,065.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,878.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	25,309.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	53,482.00
	Title I Part A: Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	260,734.00
Goal 2	25,000.00
Goal 3	16,000.00
Goal 4	1,250.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Edith Ochoa	Parent or Community Member
Stephanie De Jesus	Parent or Community Member
Claudia Carmona	Parent or Community Member
Johnathan Delgado	Parent or Community Member
Beatriz Gomes	Parent or Community Member
Kelly Rien	Classroom Teacher
Alice Wagner	Classroom Teacher
Lorena Martin	Classroom Teacher
Adriana Rivas	Other School Staff
Tatiana Peugnet	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Instructional Leadership Team (ILT) & Site Based Decision Making (SBDM)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 20, 2022.

Attested:

	Principal, Tatiana Peugnet, Ed. D. on May 18, 2022
	SSC Chairperson, Johnathan Delgado on May 18, 2022