

Santa Paula Unified School District

School Plan for Student Achievement



Glen City Elementary School

56 76828 6055578

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Revised June 2023

Fiscal Year 2023-2024

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 64001.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For additional information on school programs and how you may become involved locally, please contact:

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The district's Governing Board approved this revision of the school plan on _____.

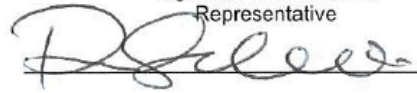
Recommendations and Assurances

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:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) 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.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:


English Learner Advisory Council

Signature of Authorized
Representative



- 4) 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.
- 5) 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.
- 6) This SPSA was adopted by the SSC at a public meeting on: 5/22/2023.

Attested:


Alfred Varela, Principal

5/22/2023
Date


SSC Chairperson

5/22/23
Date

School Site Council Membership

California Education Code Section 64001(i) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the School Site Council is as follows:

Name of Members	Principal	Certificated Staff	Other Staff	Parent or Community Member	Student
Dr. Lydia Olivo	X				
Lanita Ayach		X			
Monica Birky		X			
Teresa Trujillo		X			
Vacant			X		
Gabriela Barragan				X	
Jeraldine Diaz Rodriguez				X	
Denise Solis				X	
Indira Soltero				X	
Mayra Velasquez				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

Education Code Section 52176(a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Alfredo Varela	X				
Denise Solis				X	
Patricia Palencia				X	
Adriana Santa Cruz-Magana				X	
Maribel Luna				X	
Deisy Leon Magana				X	
Manuel Claudio				X	
Leticia Magana				X	
Josefina Zuniga				X	
Rafael Perez				X	
Sonia Nunez				X	
Jesus Palencia				X	
Mayra Velasquez				X	
Maria Bedolla				X	
Susana Ramos				X	
Yolanda Estrella				X	
Dafne Flores				X	
Number of members in each category	1			16	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: _____

☐ The name of the parent ELAC representative to SSC is: _____

District information

District Profile

Santa Paula Unified District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula is situated in the rich agricultural Santa Clara River Valley. The City is surrounded by rolling hills and rugged mountain peaks in addition to orange, lemon and avocado groves. In fact, Santa Paula is referred to as the "Citrus Capital of the World." The community of Santa Paula was founded in 1872. Originally the area that is today Santa Paula was inhabited by the Chumash, a Native American people.

Santa Paula Unified operates an early childhood education program, six elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and an adult school program. Santa Paula Unified School District has a large Latino and English Learner population that has made tremendous improvements in student achievement in the past few years. We are proud of the accomplishments of our students, teachers, staff, parents and the community that has made that achievement possible.

District Vision

Committed to serving every student every day.

District Mission

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

District LCAP Goals

Santa Paula Unified School District LCAP Summary 2022-2023



Vision Statement: Committed to Serving Every Student Every Day

Mission Statement: The Santa Paula Unified School District, in collaboration with educators, parents and the community, will prepare students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Goal 1: Increase academic achievement at all grade levels in ELA and Math and Implement the California State Standards in all core subjects

- a. Provide professional development for all staff
- 5a Implement English Learner Saturday Academy
- b. Retain K-5 Reading Intervention Teachers
- 5b Create a Districtwide EL Language Appraisal Team (LAT)
- c. Staff smaller class size to reduce combination classes in TK-5 grade
- 5c Create and Communicate an EL Master Plan aligned to the EL Roadmap
- d. Increase computer/student ratio, purchase technology
- 5d Hire an itinerant newcomer teacher
- e. Continue upgrades to technology infrastructure
- 5e Improve Literacy/Writing Skills for EL Students in grades 4-8
- f. Retain increased Computer Technician staffing
- 5f Add additional sections in secondary master schedules to support access to a broad based curriculum
- 5g Work Collaboratively with EL parents to implement parent education courses
- j. Extend library/literacy center hours and increase access to materials
- l. Retain Data Services Specialist position
- m. **Support Expanded Transitional Kindergarten for all 4-year-olds**
- n. Retain preparatory period for Isbell Middle School
- o. Retain two Common Core Coordinators
- p. Retain TK and K Bilingual Instructional Assistants
- q. Provide additional site allocations to support educational outcomes

Goal 2: Increase parent involvement and enhance student engagement through a variety of enrichment opportunities

- a. Provide parent involvement opportunities districtwide
- b. Retain Administrative Support at Secondary Schools
- d. Support Advanced Placement Program and exam fees Support
- e. Career Technical Education opportunities in grades 6-12
- f. Retain Athletic Trainer
- g. Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools
- h. Retain and expand Band/Chorus instruction/transportation and materials K-12
- i. Support youth leadership activities at IMS, RHS, and SPHS
- j. Support AVID program at districtwide
- k. Provide a districtwide mentoring program
- l. Fund Transportation services for District approved athletic events
- m. Retain SPHS Athletic Director position
- n. Continue to implement "Summer Matters" program
- o. Implement GATE program
- q. Maintain office assistant support at all sites
- r. Fund additional elective classes at IMS and SPHS
- s. Provide after-school and summer enrichment opportunities
- t. Increase communication and marketing of district programs
- u. Provide childcare and interpreters at school events

Goal 3: Increase graduation rates and reduce suspensions and expulsions

- a. Provide opportunities for credit recovery for students in grades 9-12
- b. Continue Restorative Justice practices; expand to elementary sites
- c. Continue to implement Positive Behavior Intervention Supports (PBIS) Framework
- f. Retain additional counseling positions
- g. Increase A-G completion rate for all students; retain services at Isbell MS
- h. Retain school psychologist at full-time
- i. Fund daycare program and related services for teen parents
- K. Retain District Safety Coordinator; maintain district safety staff at sties

Goal 4: Create a welcoming and efficient school climate for students, parents, and staff

- a. Implement safety measures across school sites
- b. Support and retain additional custodial support
- c. Transfer 0.5% of expenditures to Deferred Maintenance
- e. Retain Health Services Specialists positions

Revised 7/26/22

School Information

School Profile

Glen City Elementary School is located in the city of Santa Paula and serves students in transitional kindergarten through grade five and is one of six elementary schools in the district. In the 2022-23 school year, 559 students were enrolled, including 52.4% qualifying for English Language Learner support, 17.4% with disabilities, 84.1% qualifying for free or reduced price lunch, 1.4% migrant, 11.8% homeless youth, and 0.4% foster youth.

Textbooks

Glen City uses state/district adopted curriculum in all areas of instruction which are aligned to State Content Standards. The District/School has adopted curriculum that is in alignment with Common Core State Standards. These strategies include the following:

- **Language Arts:** Wonders ELA is used daily for the Language Arts period. This program is aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed through the io Assessment system. Tier II students receive intervention instruction from classroom teachers in small groups before/after school. Wonder Works Intervention materials are utilized with students participating in reading intervention programs, as well as in the Resource Specialist Program (RSP). Each of these was selected from the State adopted list of supplementary instructional materials.
- **English Language Development:** Wonders is the adopted curriculum for ELA/ELD. Along with the adopted curriculum, Glen City utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction of English Language Development (ELD). This program is aligned with the California State ELD Standards and is being used in every classroom during the 45 minute ELD block in 3rd – 5th and 30 minute ELD block in K-2. Students are grouped by their language proficiency levels and receive instruction at their appropriate level of language development.
- **Mathematics:** Glen City uses Math Expressions by Houghton Mifflin Harcourt daily during the math block. This program is aligned with the Common Core State Standards. Targeted students receive small group intervention instruction from classroom teachers in after school intervention programs. Intervention groups receive instruction from a variety of supplemental materials.
- **History/Social Studies:** For the 2022-23 school year, Glen City will use the Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.
- **Science:** Glen City uses the Delta FOSS Science Program, the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.

Due to the school closures in March of 2020 and the ongoing pandemic, the District did not pilot and adopt a new Science Curriculum for grades K-5. The District is currently using FOSS for Science. For the 2021-22 and 2022-23 school years, the District purchased Freckle and Renaissance Learning as supplemental materials in Science for K-5 to support the transition to new California Standards. The Science pilot took place during the 2022-23 school year and the district will determine what materials it will purchase as the new science curriculum adoption.

School Mission

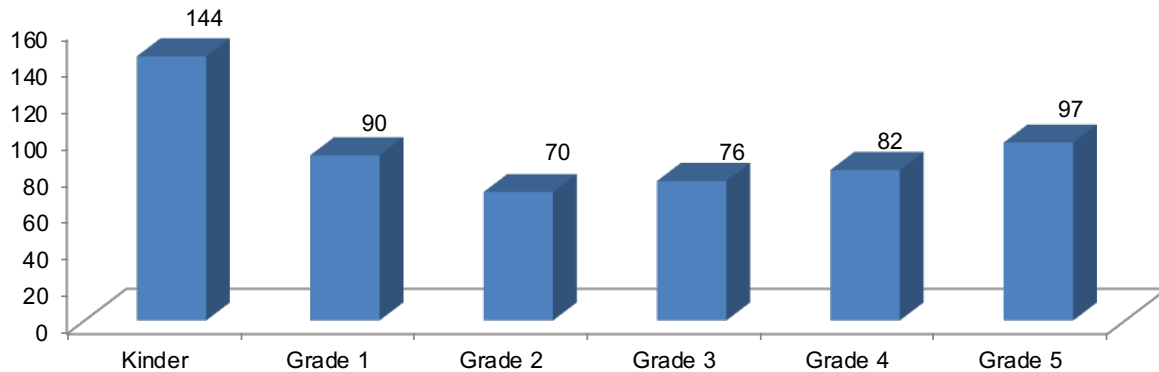
At Glen City Elementary, we believe that it is our primary responsibility to ensure that every student is provided with opportunities to develop his or her intellectual potential and social skills. We further believe that a child's elementary education can help build a foundation for future intellectual, cultural and moral growth which will enable each one to become a contributing member of our society.

School Vision

Glen City Elementary School provides learning environments, that is inclusive of all students, and provides students opportunities to experience academic, behavioral and social-emotional success.

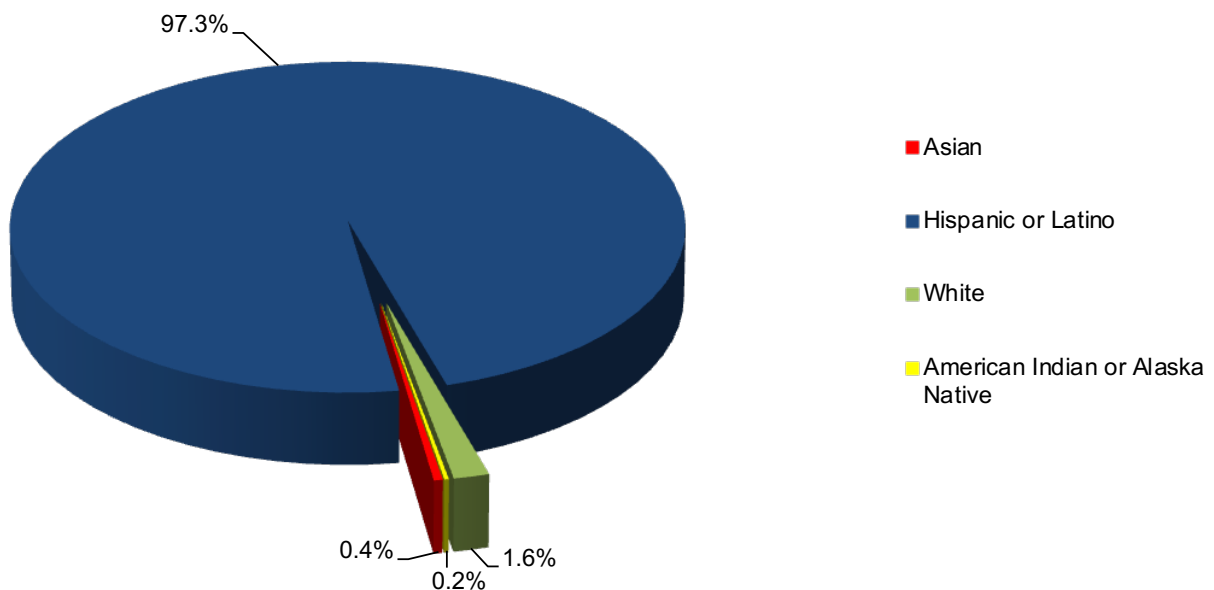
Student Enrollment by Grade

Source: Data Quest 2022-23



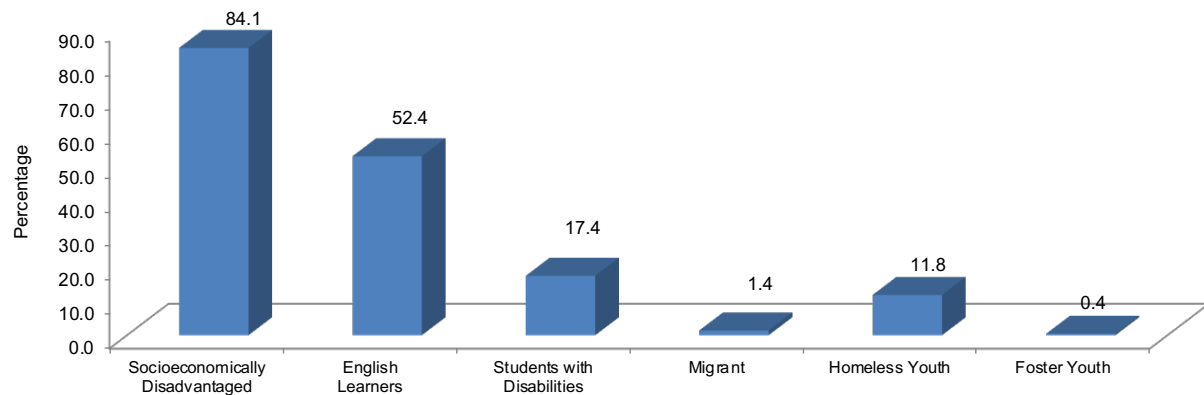
Student Enrollment by Ethnicity

Source: Data Quest 2022-23



Student Enrollment by Subgroup

Data Source: Data Quest 2022-23



Comprehensive Needs Assessment

Glen City Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff development activities and staff meetings, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - CAASPP Reports
 - ELPAC Reports
 - Teacher Feedback
 - Priority Survey (identifying staff needs)
 - Technology Survey
 - Math Unit Assessments
 - Performance Task Assessments
 - Trimester ELA Assessments

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Transition from Preschool to Kindergarten

Glen City Elementary School offers a Transitional Kindergarten program on campus. Transitional kindergarten is an early childhood education program that builds a bridge between preschool years and traditional kindergarten. Transitional kindergarten is designed for students who turn 5 years old between September 2, 2023 and April 2, 2024 and who may benefit from an enriched foundational early childhood education program to prepare them for success in traditional kindergarten.

This program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California kindergarten standards with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The transitional kindergarten program allows the full day schedule of a traditional kindergarten program running from 8:00 a.m. to 2:31 p.m. Monday, Tuesday, Thursday and Friday with an early release on Wednesday at 2:16 p.m. to allow for collaboration time.

Our daily schedule includes whole group instruction and activities, small group instruction, independent and “hands-on” learning. The transitional kindergartners enjoy lunch and recess and participate in activities such as music, art, and motor skills development throughout the year.

Violence Prevention, Bully Prevention, and Student Safety

Glen City Elementary School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2023-24 school year, Glen City Elementary School will provide the following programs for its students (and parents as applicable):

- CHAMPS - Positive behavior programs, assemblies & guest speakers

Nutrition Programs & Fitness Programs

The Santa Paula Unified School District Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, wellbeing and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

The district offers a variety of free and reduce-meal programs through the [National School Lunch Program](#) (NSLP), [Especially Needy Breakfast Program](#) (SNBP), [School Breakfast Program](#) (SBP), Meal Supplement Program (Snacks), [Child Care Program](#) (CCAFP), and the [Seamless Summer Feeding Option Program \(SSFOP\)](#). Glen City Elementary School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Nutritional programs sponsored at the school include:

- **National School Lunch Program** - a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to children each school day.
- **School Breakfast Program** - a federally funded program which provides nutritious breakfasts to children.
- **At-Risk After-School Meals Program** - students participating in after school programs receive nutritious snacks and dinner meal as a regular part of their afterschool activities. Meals are provided in accordance with the Childcare Food Program guidelines and reimbursement rates.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **Physical Education** - Classroom teachers and the PE Specialist provide physical education instruction for our students for a minimum of 200 minutes every ten days as mandated. The SPARKS physical education curriculum is currently being followed.

Extended Learning Programs

Glen City Elementary offers the following extended learning programs:

- **Reading Intervention Teachers (2 Full-Time and 1 Part-Time)** – Intervention teacher provides a pull-out instructional model to support reading and language programs
- **ASPIRE (After School Program for Instruction, Recreation & Enrichment)** – ASPIRE program is held daily from 2:45 to 6:00 p.m. which includes activities such as reading, computers, creative writing, math, homework tutorial help, sports, arts and crafts, self-esteem building activities, drug abuse awareness activities, games and recreation.
- **STAR-Nova Program** - STAR Education offers a wide breadth of exciting and original STAR NOVA enrichment classes in the areas of Academics, STEAM Education (science, technology, engineering, art and math), Language, Performing Arts, Sports & P.E., Recreation, Visual and Media Arts and so much more! STAR NOVA enrichment classes take place once or twice a week, allowing for a university quality class with a more individualized approach tailored to the specific needs and interests of each student. STAR collaborates with artists in residence, universities, and professionals in each field to create stimulating classes that give each student invigorating insight into the real world.
- **After School Tutoring** – Assistance provided to students in need by certificated teachers.
- **Family Science Night (Grades 2-5)**
- **Family Literacy Night (Grades TK-5)**
- **Literacy Center** – Open Monday through Friday where each class visits weekly and is open one hour per day after school.

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Glen City Elementary School	56768286055578	05/31/2023	

Purpose and Description

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

Glen City Elementary School's Title 1 Program is designed to continue increasing student achievement in all curricular areas for all students, including low socio-economic status, English Learners, culturally diverse students, home and foster youth, and students with disabilities. Furthermore, improving parent engagement opportunities, increasing student engagement, and developing a positive and safe school culture are also priorities addressed in this plan.

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.

Glen City Elementary School plans to meet the ESSA requirements by aligning the SPSA goals, actions and services to Santa Paula Unified School District's adopted Local Control and Accountability Plan (LCAP). All student groups will be provided educational opportunities that are inclusive of their academic, physical and social-emotional needs.

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

Personnel Involved:	Date:
(Site) Instructional Leadership Team Members	05/26/2023
ELAC Members	05/05/2023, 05/23/2023
School Site Council Members	04/24/2023, 05/03/2023, 05/22/2023, 5/31/2023

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

According to data extracted from the California State Dashboard, an area of need is our chronic absenteeism rate. The chronic absenteeism rate of 37% is considered very high. The subgroups identified as Very High in Chronic Absenteeism are our English Learners (34%), Hispanic (36.7%), Homeless (36.1%), Socioeconomically Disadvantaged (36.6%), and Students with Disabilities (35.8%). It is undeniable that this chronic absenteeism rate contributes to our low academic performance in English Learner Progress, English Language Arts, and Mathematics. To address these inequities, our school district is adding outreach consultants to help assist with communication between schools and parents, addressing possible family needs and concerns to help reduce the chronic absenteeism rate. Additionally, teachers will be implementing engaging project based learning (PBL) lessons and units for both Math and ELA in our district's second year of implementation of K-5 professional development initiatives, along with standards-based teaching and grading.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase academic achievement in all grade levels in ELA and Math for all students (including English Learners and Students with Disabilities) and implement the California State Standards in all core subjects.

Identified Need:

Although this was considered the second post-pandemic school year, the negative academic impacts on student learning only moved up a grade-level. On the bright side, with the aspiration to close the learning gap this year, our school district was able to provide intensive Professional Development trainings that focused on high-quality first instruction and implementation of learned strategies for the TK-2nd Early Literacy Initiative, the Preschool-3rd Grade Coherence Collaboration (P3CC) Math Initiative (California Education Partners), and 3rd-5th Cognitively Guided Instruction (CGI) Math Initiative. Fortunately, the ELPAC and CAASPP was administered during the 2021-2022 school year. The CAASPP data below will be used as our baseline data for progress monitoring moving forward. Based on the 2021-2022 Summative ELPAC and CAASPP scores, less than 50% of the students are meeting standard. Although district-identified assessments will be provided at the end of the 2022-2023 school year by Educational Services, a K-2 Literacy Task Force was created with K-2 teachers, intervention teachers, and administrators, to decide what assessments were most appropriate for our district throughout the school year. Once we are made aware of these official assessments, they will serve as our baseline data. In the meantime, we will continue to monitor students' reading level scores using Literably. We will also begin gathering baseline data for monthly P3CC Math Word Problems (TK-3rd), quarterly CGI Standards-based baseline assessments, and quarterly Writing Performance Task baseline assessments in addition to the upcoming Educational Services-identified assessments throughout the 2023-2024 school year.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative	Proficient (Level 4): 14.57% Moderately Developed (L3): 40.16% Somewhat Developed (L2): 34.65% Minimally Developed (L1): 10.63%	The expected outcome is a minimum of 15% increase in students attaining Proficient (Level 4).
CAASPP ELA Summative	Grade 3: % of Students at: Standard Met/Exceeded: 31% Standard Nearly Met: 34% Standard Not Met: 35% Grade 4: % of Students at: Standard Met/Exceeded: 24% Standard Nearly Met: 25% Standard Not Met: 51% Grade 5: % of Students at: Standard Met/Exceeded: 38% Standard Nearly Met: 28% Standard Not Met: 34%	The expected outcome is a minimum of 10% increase in students meeting and/or exceeding standard per grade level.
CAASPP MATH Summative	Grade 3 % of Students at: Standard Met/ Exceeded: 24% Standard Nearly Met: 26% Standard Not Met: 50% Grade 4 % of Students at: Standard Met/Exceeded: 21% Standard Nearly Met: 32% Standard Not Met: 47%	The expected outcome is a minimum of 10% increase in students meeting and/or exceeding standard per grade level.

	Grade 5: % of Students at: Standard Met/Exceeded: 27% Standard Nearly Met: 29% Standard Not Met: 44%	
Literably	EOY % of Students at Meets or Exceeds reading level expectations: K: 13% 1st: 15% 2nd: 48% 3rd: 47% 4th: 47% 5th: 50%	The expected outcome is a minimum of 15% increase of Proficient Students in each grade level:
Math Unit Assessments	Unit Data	Baseline Year
P3CC Math Monthly Word Problems (TK-3 rd)	Standards-based assessment data	Baseline Year
CGI Standards-based Math Benchmark Assessments (3 rd – 6 th) QUARTERLY	Standards-based assessment data	Baseline Year
Writing Performance Task: QUARTERLY (TK-6 th)	Standards-based assessment data	Baseline Year

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-6th Grade Students

Strategy/Activity

Professional development for teachers to learn how to implement standards-based pedagogical practices to support increasing academic achievement in all core subjects, inclusive of English Language Development.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	Title I (Obj. 5200, Function 1000)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK-6th Grade Students

Strategy/Activity

To provide release time for teachers to participate in data chats during the school workday, substitutes will be needed to support teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000, inclusive of fringes	Title I (Obj. 1102, Function 1000) Base pay Title I (Obj. 3000, Function 1000) Fringes

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK-6th Grade Students**Strategy/Activity**

Fund two (2) Instructional Assistants for First Grade

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Not to exceed \$33,670, inclusive of fringes	Title I (Obj. 2100, Function 1000) Base pay Title I (Obj. 3000, Function 1000) Fringes

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK-6th Grade Students**Strategy/Activity**

Professional service contracts to support ELA and Math that are inclusive of online technology software

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$13,986	Title I (Obj. 4325, Function 1000)

Annual Review:

SPSA Year Reviewed: 2022-2023

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.

(NOTE: Goal 1 and 2 of the 2022-2023 SPSA were combined in this 2023-2024 SPSA to align with our school district's LCAP goals; there are only four. Goal 1 of our LCAP speaks to increasing academic achievement at all grade levels in ELA and Math and implement the CA State Standards in all core subjects, inclusive of all student groups and subgroups.)

This school year was a major transition year for Glen City Elementary. There were two new administrators, a change from trimesters to quarterly and semester grading periods, and school-site choice with assessments. Some grade levels chose to administer the Star Math assessments, while some grade levels did not. Some chose Math Unit assessments, and some chose to begin piloting CGI assessments instead. The only constant was the Literably reading assessment to progress monitor reading levels. Unfortunately, the data from Literably shows that we did not achieve the desired outcome of a 10% increase in meeting reader proficiency. In fact, there was an average gain of 1.3% amongst grade levels, with the 1st grade dropping 15% and the 3rd grade dropping 9%. In general, the Literably data shows that a significant amount of our students are reading below grade level in ELA.

Although both strategies were implemented, the projected outcomes were still not achieved. Nonetheless, books were purchased, Scholastic News was implemented throughout the grade levels, technology software to support all students, and Leader in Me professional service contract was utilized. However, the ELA and Math service contracts were not utilized since the school district Educational Services Department provided and supported year 1 professional development and implementation of K-2 CORE Literacy (ELA), TK-3 P3CC (Math), and 3-5 CGI (Math). Teachers were frequently out of the classroom attending these professional development trainings and may have affected this year's learning growth data.

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

Other than fulfilling the Leader in Me service contract, no other service contracts were requested or utilized since the school district subsidized the district-wide ELA and Math professional development.

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.

Moving forward, we will be utilizing CAASPP Summative data to ensure there is always a controlled, standards-based data source that is free of programmatic discrepancies and local and site variabilities. We will only focus on Literably reading inventory scores to measure growth for one more year until a more suitable and efficacious replacement assessment is found for the 2024-2025 school year. Furthermore, since we will be entering our second year of CGI Math and third year of P3CC Math district wide implementation, quarterly assessments and/or benchmarks that are standards-based will be created and administered to provide baseline data for the following school years. Math Unit assessment data will be faithfully monitored this upcoming school year to ensure all teachers are collecting the same data to report baseline data the following school year. Lastly, we will be identifying and implementing a TK-6th grade standards-based writing program and administering a quarterly assessment to gather baseline data.

The need for Instructional Assistants in the First Grade was identified and deemed necessary to help close the achievement gap. Instructional Assistants will be needed to support Universal Access high-leverage learning opportunities, as well as other necessary instructional support for students with the most academic needs.

Due to the substitute shortages experienced during the 2022-2023 school year for our ELA and Math professional development days, the opportunities for grade-level data analysis were not possible. However, after experiencing a year of our professional development “norm,” the possibilities to review data are much higher for next year and we are looking forward to analyzing data in grade-level teams to better inform and optimize our first instruction capabilities.

Lastly, we will explore new online technology software that promise to help monitor and improve literacy and math skills, hence the need to allocate continued funding in this goal for these additional types of resources to help our students achieve mastery of ELA and Math standards.

Goal 2:

Increase parent involvement and enhance student engagement through a variety of enrichment opportunities.

Identified Need:

To enhance student engagement and increase family involvement, families must be given the opportunity to learn about current educational practices, as well as strategies for how to support their children at home. In addition, students must participate in enriching and substantive learning opportunities to increase engagement, both within and outside of the school.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data Quest	2021-2022: 37% Chronically Absent	Reduce chronically absent rate to less than 20%
Metric/Indicator	Baseline	Expected Outcome
ELAC Meeting Attendance	Average attendance: 12	Average attendance: 30
Dual Language Immersion Parent Meetings	3 per year	5 per year (Aug., Oct., Dec., Feb., Apr.)
Coffee Chats with the Principal	4 per year	6 per year
State of the School Convening	0 per year	2 per year (December & May)
Family Education/Training Opportunities	3 per year	6 per year (Sept., Nov., Jan., Mar., Apr., May)
AVID Parent Meetings	0 per year	2 per year (October & February)
Family Newsletters	0 per year	4 per year (Start of each quarter)
Study Trips	17 per year	20 per year
School Clubs	4 per year	6 per year

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK - 6th Grade Students' Families

Strategy/Activity

A parent needs assessment will be taken in fall 2023 to determine topics of interest for parent education. Parent education opportunities will be provided to address topics of high interest. Purchase refreshments, supplies and materials for parent meetings and training.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000	Title I (Obj. 4300, Function 2495)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK - 6th Grade Students**Strategy/Activity**

Parent participation at annual local and/or state CABE conferences, and/or other workshops for parents

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	Title I (Obj. 5200, Function 1000)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK - 6th Grade Students' Families**Strategy/Activity**

Acquire an appropriate and user-friendly headset technology for interpretation for family engagement opportunities/events so that all families may access the same information in a simultaneous format.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,000	Title I (Obj. 4425, Function 1000)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK - 6th Grade Students**Strategy/Activity**

Allow for more student study trips, inclusive of chaperone entrance fees, if needed, for all grade levels that are standards-based in nature and will enhance student engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,000	Title I (Obj. 5860, Function 1000)

Annual Review:

SPSA Year Reviewed: 2022-2023

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.

(NOTE: Goal 3 of the 2022-2023 SPSA regarding is now Goal 2 in this 2023-2024 SPSA to align with our school district's LCAP goals; there are only four. Goal 2 of our LCAP speaks to increasing parent involvement and enhancing student engagement through a variety of enrichment opportunities.)

Fortunately, COVID restrictions were slowly but surely phasing out state and county wide since the end of the prior school year which led to a much more inviting and welcoming 2022-2023 school year for all our students' families and community stakeholders. Additionally, Governor Newsom of the State of California terminated the state's COVID-19 State of Emergency as of February 28, 2023. With that said, the need for Zoom meetings was kept at a minimum and attendance at school events, Coffee with the Principal meetings, and various other parent engagement functions at our school site increased dramatically. The need for parent training materials, supplies, and refreshments were extremely helpful for the increase in parent attendance and popular refreshment offerings at each parent meeting/event. The Leader in Me professional service contract to support staff, student and parent leadership opportunities was fulfilled. More specifically, input from those parents that were able to attend the Leader in Me Parent Workshop indicated that parents wanted to learn more from this organization the following school year to fully implement the program at home, as well.

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

There were no major differences between the intended implementation of the adopted budget and our actual expenditures.

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.

Moving forward, the Leader in Me service contract(s) will be funded by LCAP funds under LCAP Goals 1.a, 1.5g, 1.q, and 2.a.

Due to the positive increase in family attendance this past school year, we are increasing the budgeted amount from \$2,000 to \$4,000 for parent training materials, supplies, and refreshments for the 2023-2024 school year (Goal 2.1). Secondly, we increased parent participation in annual CABE conferences both locally and statewide (Goal 2.2). Thirdly, although parent engagement opportunities and meetings increased this year, the need for simultaneous interpretation was sorely needed to make the meetings as efficient and expeditiously as possible. Therefore, we have allocated funds to purchase an appropriate and efficacious interpretation system (technology) to allow both English and Spanish speakers access to the same content simultaneously (Goal 2.3). Lastly, to enhance student engagement, we are allocating a significant amount of Title 1 funds to subsidize more study trips for students, inclusive of parent chaperone entrance fees, if needed, so that both students and parents can benefit from an equitable and enriching learning experience throughout the school year (Goal 2.4). Glen City administration, the School Site Council, and the English Language Advisory Committee are in full agreement that our students are visual learners, and study trips let them touch, feel and listen to what they are learning about, which helps build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, and expose them to worlds outside their own.

Goal 3:

Decrease the number of office referrals and school suspensions.

Identified Need:

The number of students who are sent to the office for inappropriate behaviors has increased as the school year progressed, increasing in number after spring break.

Annual Measurable Outcomes:

Metric/Indicator		Baseline/Actual Outcome	Expected Outcome
Data Quest		2021-2022: 37% Chronically Absent	Reduce chronically absent rate to less than 20%
Data Quest		2021-2022: 0.7% Suspension rate	Reduce suspension rate to 0.0%
Student Referrals to Administrator(s): Principal & Assistant Principal	Baseline: 6 to 8 referrals (combined), increasing in number after spring break	2023-24 Actuals: n/a	Expected Outcome: Reduce referrals to administrators to 3 to 5 referrals (combined).
Referrals to Counselors	Baseline: 60 avg referrals per 20-day month/4-week intervals	2023-24 Actuals: n/a	Reduce to 40 average referrals to counselors per 20-day month/4-week intervals.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK-6th Grade Students' Families

Strategy/Activity

Parent education opportunities regarding the educational importance of daily student attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000 Repeated Expenditure noted in Goal 2.1	Title I (Obj. 4300, Function 2495)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK-6th Grade Students' Families

Strategy/Activity

Increase student engagement opportunities via Project Based Learning (PBL) in all classrooms and by enhancing our Grizzly Store options and incentives to decrease chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	Title I (Obj. 4300, Function 1000)

Annual Review:

SPSA Year Reviewed: 2022-2023

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.

(NOTE: Goal 4 of the 2022-2023 SPSA is now Goal 3 in this 2023-2024 SPSA to align with our school district's LCAP goals; there are only four. Goal 3 of our LCAP speaks to increasing graduation rates and reducing suspensions and expulsions.)

As noted in our SPSA Goal 2 Analysis, the Leader in Me professional service contract to support staff, student and parent leadership opportunities was fulfilled. More specifically, input from those parents that were able to attend the Leader in Me Parent Workshop indicated that parents wanted to learn more from this organization the following school year to fully implement the program at home, as well. We do not know yet if this helped in any way with reducing the number of office or counselor referrals since the 2022-2023 school year was our baseline year. We hope to continue monitoring progress and determine correlations, if any, to the continued implementation of Leader in Me school wide.

Additionally, staff, students, and families benefited greatly from having a full-time second school counselor available to provide social-emotional, behavioral and parent support. We were able to offer even more individual and group counseling sessions. Our second school counselor provided individual school counseling to over 100 students throughout the course of the school year. Our first school counselor had the same outcome and students seen were not duplicated. Our second school counselor utilized the Columbia Suicide Severity Rating Scale (C-SSRS) at least 20 times during the 2022-2023 school year, which resulted in creating at least 15 individual safety plans. She also performed group counseling sessions with an average of 23 students per month. Our second school counselor also participated in SSTs/SCIP meetings, IEPs, family conferences, and consulted with families to counsel students. She, along with the other school counselor, planned and delivered three Coffee with the Counselors meetings (School Counselor Meet-n-Greet, Social Media Safety and Tips, Mental Health Tips for children and resources before the summer). Both counselors led Lunch Bunch programs with all grade levels three times throughout the school year, as well as implemented and taught Second Step Classroom SEL Bullying Prevention bi-weekly for eight classrooms beginning in November and on-going until the end of the school year (Spanish and English).

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

There were no differences between the intended implementation of the adopted budget and our actual expenditures.

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.

As stated in Goal 2 Analysis, due to the positive increase in family attendance this past school year, we are increasing the budgeted amount from \$2,000 to \$4,000 for parent training materials, supplies, and refreshments for the 2023-2024 school year (Goal 2.1 and 3.1, repeated expenditure).

In addition, we are committed financially to enhancing our Grizzly Store options and incentives to decrease chronic absenteeism. We are certain that, with the right level of creativity and enthusiasm, coupled with more engaging and student-centered Project Based Learning (PBL) units of learning, our students will not want to miss school so they can enjoy and reap the benefits of a highly coveted student prizes available at our Grizzly Store (Goal 3.2).

Lastly, we no longer need to provide funding from Title 1 for a second school counselor since our school district is graciously providing full funding for two school counselors for the 23-24 school year.

Goal 4:

Create a welcoming, positive, and safe school climate for students, parents, and staff.

Identified Need:

Staff at Glen City will intentionally plan, strategically provide, and happily maintain a welcoming, positive, and safe learning environment for all students and families.

Annual Measurable Outcomes:

Metric/Indicator	Baseline	Actual Outcome	Expected Outcome
Parent Attendance at "Coffee Chats"	5 average attendances	15 average attendances	30 average attendances
Parent Attendance at ELAC Meetings	Average attendance: 12		Average attendance: 30
Parent Attendance at AVID Parent Meetings	Baseline data		Baseline Year
Instructional Leadership Team Meetings	Baseline: 5 per year		6-8 per year
Student Referrals to Administrator(s): Principal & Assistant Principal	Baseline: 6 to 8 referrals (combined), increasing in number after spring break	2023-24 Actuals: n/a	Expected Outcome: Reduce referrals to administrators to 3 to 5 referrals (combined).
Referrals to Counselors	Baseline: 60 avg referrals per 20-day month/4-week intervals	2023-24 Actuals: n/a	Reduce to 40 average referrals to counselors per 20-day month/4-week intervals.

Metric/Indicator	Baseline	Expected Outcome
Dual Language Immersion Parent Meetings	3 per year	5 per year (Aug., Oct., Dec., Feb., Apr.)
Coffee Chats with the Principal	4 per year	6 per year
State of the School Convening	0 per year	2 per year (December & May)
Family Education/Training Opportunities	3 per year	6 per year (Sept., Nov., Jan., Mar., Apr., May)
AVID Parent Meetings	0 per year	2 per year (October & February)
Family Newsletters	0 per year	4 per year (Start of each quarter)
Study Trips	17 per year	20 per year
School Clubs	4 per year	6 per year

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All TK-6th Grade Students' Families

Strategy/Activity

Parent education opportunities will be provided to address topics of high interest. Purchase refreshments, supplies and materials for parent meetings and training.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000 Repeated Expenditure noted in Goal 2.1	Title I (Obj. 4300, Function 2495)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK - 6th Grade Students

Strategy/Activity

Fund a Library Assistant to support and maintain a welcoming and positive environment in our literacy center

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Not to exceed \$11,224, inclusive of fringes	Title I (Obj. 2200, Function 2420)

Annual Review:

SPSA Year Reviewed: 2022-2023

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.

(NOTE: Part of Goal 3 of the 2022-2023 SPSA is now its own goal as Goal 4 in this 2023-2024 SPSA to align with our school district's LCAP goals; there are only four. Goal 4 of our LCAP speaks to creating a welcoming and efficient school climate for students, parents, and staff.)

As noted in Goal 2 Analysis of this SPSA, the relaxing of COVID-19 restrictions with regards to social distancing led to a much more inviting and welcoming 2022-2023 school year for all our students' families and community stakeholders. There was a major increase in family attendance to our Back-to-School Night Extravaganza on 08/31/2022, where teachers reported 18-20 families attending that evening, something unheard of before this event. We attribute this to the many restrictions placed on families participating in person at school functions prior to this date and the various food, music, and community member participants and offerings we were able to provide thanks to our Glen City PTA.

In addition, as noted in Goal 3 Analysis, staff, students, and families benefited greatly from having a full-time second school counselor available to provide social-emotional, behavioral and parent support. We were able to offer even more individual and group counseling sessions. Our second school counselor provided many much-needed counseling and SEL services to students and families throughout the school year. See Goal 3 for more in-depth analysis of this goal's overall implementation of the strategies and the overall effectiveness of said goal and its strategies/activities.

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

There are no major differences between the intended implementation of the adopted budget and our actual expenditures.

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.

This new Goal 4 was created to align its strategies and activities with our district's LCAP Goal 4. We hope to gather data throughout the 2023-2024 school year and see the fruits of this new goal's strategies and activities complimenting a more welcoming, positive, and safe school climate for students, parents, and staff. Although the number of parent attendees at our ELAC meetings rose significantly, we would like to increase the number of participants/members to 30 for the 2023-2024 school year. We will be adding informational meetings around AVID topics and best practices for parents to possibly utilize at home as resources and tips to help their children study and engage with new learning at home. We will also add more Instructional Leadership Team meetings at the site level to intentionally support our grade level teams, as well as do deeper dives into our assessment data. These added meetings will be student centered and data driven to strategically build and plan our collaboration and professional development agendas that meet the direct learning needs of all our students. An accountability piece has also been added for the benefit of our families. We will provide a quarterly newsletter to our families that will provide on-the-spot assessment data and trends. We want to ensure that our families are aware of our students' academic progress, as well as our social-emotional trends and progress. It will also serve as a calendar reminder system for upcoming events and a summary of past family events at the school.

In addition, since the school is expanding its student population with the addition of 6th grade, the need for a Library Assistant was added to this goal in order to improve the efficiency and welcoming ambiance of our Literacy Center in order to ensure that students feel positive and welcomed in a consistent manner. This will also aid our Library Tech in creating more engaging activities around literacy and exciting book selections.

Lastly, as stated in Goal 3 Analysis, our school district is graciously providing full funding for two school counselors for the 23-24 school year and the need to utilize Title 1 funding for that second counselor is no longer needed.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Glen City Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2022-23 Carryover	\$0.00
Title I 2023-24 Allocation (includes \$1,706.48 parent engagement)	\$99,880.48

Subtotal of additional federal funds included for this school: **\$99,880.48**

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 (\$)
N/A	\$0.00

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$99,880.48**

Title I Allocations – 2023-24

2023-2024 Title 1 Budget - Glen City Elementary

		Resource	Title I	Remarks
		Allocation: 23-24	99,880	
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes	2,000.00	To provide release time for teachers to participate in data chats during the school workday, substitutes will be needed to support teachers.
1103	1000	Tchr. Extra Duty		
1203	1000	Counselor Extra Duty	65,890.00	Fund a third full-time school counselor, excluding fringes.
2100	1000	Instructional Asst.		
2103	1000	IA Extra Duty - Translating		
2200	2420	Library Asst.		
2203	2420	Library extra duty		
2402	2700	Clerical sub.		
2403	2700	Cler. Extra Duty		
2940	1000	Noon Duty		
3000	1000	Fringes		
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	990.00	Increase student engagement opportunities by enhancing our Grizzly Store options and incentives to decrease chronic absenteeism.
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	4,000.00	Supplies and refreshments for trainings and workshops held at school
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds		
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500		
4425	1000	Tech Equipment	3,000.00	Acquire an appropriate and user-friendly headset technology for interpretation for family engagement opportunities/events so that all families may access the same information in a simultaneous format.
5200	1000	Travel / Conf. – Teachers	10,000.00	Professional development for teachers to learn how to implement standards-based pedagogical practices to support increasing academic achievement in all core subjects, inclusive of English Language Development.
5200	2700	Travel/Conf. – Admin.		
5200	3110	Travel/Conf. – Counselor		
5200	1000	Travel/Conf. – Parents	5,000.00	Parent participation at annual local and/or state CAFE conferences
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt		
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst		
5860	1000	Transportation	9,000.00	Allow for more student study-trips for all grade levels that are standards-based in nature and will enhance student engagement.
Total Spent			99,880.00	
Available Balance			0.00	

SSC Chair Signature:

Principal Signature:

Date:

Date:

References

2021-22 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	85	83	83	13.25%	19.28%	33.73%	33.73%
Male	42	41	41	12.20%	19.51%	31.71%	36.59%
Female	43	42	42	14.29%	19.05%	35.71%	30.95%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	81	79	79	12.66%	20.25%	35.44%	31.65%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	75	73	73	15.07%	16.44%	34.25%	34.25%
English Learners	31	29	29	3.45%	6.90%	41.38%	48.28%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	10	10	10	*	*	*	*

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	85	83	83	10.84%	14.46%	26.51%	48.19%
Male	42	41	41	9.76%	19.51%	34.15%	36.59%
Female	43	42	42	11.90%	9.52%	19.05%	59.52%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	81	79	79	10.13%	15.19%	27.85%	46.84%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	75	73	73	9.59%	15.07%	27.40%	47.95%
English Learners	31	29	29	0.00%	6.90%	27.59%	65.52%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	10	10	10	*	*	*	*

2021-22 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	98	97	97	9.28%	15.46%	25.77%	49.48%
Male	46	46	46	6.52%	10.87%	26.09%	56.52%
Female	52	51	51	11.76%	19.61%	25.49%	43.14%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	97	96	96	9.38%	15.63%	25.00%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	90	89	89	8.99%	15.73%	25.84%	49.44%
English Learners	46	45	45	2.22%	11.11%	20.00%	66.67%
Students with Disabilities	22	22	22	4.55%	13.64%	18.18%	63.64%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	13	13	13	15.38%	15.38%	30.77%	38.46%

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	98	97	97	5.15%	16.49%	29.90%	48.45%
Male	46	46	46	8.70%	17.39%	26.09%	47.83%
Female	52	51	51	1.96%	15.69%	33.33%	49.02%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	97	96	96	5.21%	16.67%	30.21%	47.92%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	90	89	89	3.37%	17.98%	29.21%	49.44%
English Learners	46	45	45	2.22%	6.67%	33.33%	57.78%
Students with Disabilities	22	22	22	0.00%	9.09%	18.18%	72.73%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	13	13	13	7.69%	15.38%	38.46%	38.46%

2021-22 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	89	89	89	15.73%	22.47%	28.09%	33.71%
Male	51	51	51	11.76%	21.57%	27.45%	39.22%
Female	38	38	38	21.05%	23.68%	28.95%	26.32%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	88	88	88	15.91%	22.73%	28.41%	32.95%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	81	81	81	14.81%	23.46%	28.40%	33.33%
English Learners	23	23	23	0.00%	17.39%	43.48%	39.13%
Students with Disabilities	16	16	16	0.00%	0.00%	18.75%	81.25%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	16	16	16	12.50%	12.50%	18.75%	56.25%

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	89	89	89	12.36%	14.61%	29.21%	43.82%
Male	51	51	51	7.84%	21.57%	23.53%	47.06%
Female	38	38	38	18.42%	5.26%	36.84%	39.47%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	88	88	88	12.50%	14.77%	29.55%	43.18%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	81	81	81	13.58%	12.35%	29.63%	44.44%
English Learners	23	23	23	0.00%	4.35%	30.43%	65.22%
Students with Disabilities	16	16	16	0.00%	6.25%	18.75%	75.00%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	16	16	16	12.50%	6.25%	12.50%	68.75%

School-Parent/Home Compact

Glen City Elementary School

**Family – School Compact**
2023-2024 School Year

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and try my best.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents about school experiences so that they can help me to be successful in school.
- Respect myself, the school, my schoolmates, the staff and families.

Student Signature or Printed Name of Student written by student

Parent/Guardian Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school on time, gets adequate sleep, regular medical attention, proper nutrition and encourage proper hygiene.
- Provide a quiet time and place for homework and monitor activities that might interfere (tv, video games, etc.)
- Read to my child or encourage my child to read every day (# of minutes, as determined by the teacher).
- Communicate with the teacher or the school regarding school experiences and academic achievement.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, the staff, the other students and their families.
- Notify the school when my child is absent and provide a reason.
- Provide necessary medication, as needed.

Parent Signature

Updated & Approved 5/22/2023.

Glen City Staff Pledges:

To carry out the following responsibilities to the best of our ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Respect the school, students, staff and families.
- Actively participate in collaborative decision making.
- Consistently work with families and school colleagues to make school accessible and welcoming for families to help each student experience success.

Updated & Approved 5/22/2023.

Family Engagement Policy

Glen City Elementary School

**Parent/Guardian and Family Engagement Policy
2023-2024**

Glen City Elementary School's parent/guardian and family engagement policy, programs, and activities are consistent with the following statutory definition:

Parental/guardian and familial engagement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents/guardians play an integral role in assisting their child's learning;
- that parents/guardians are encouraged to be actively involved in their child's education at school;
- that parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

To promote parent and family engagement and implement the statutory requirement of Section 1118 of the ESEA, Glen City Elementary School will:

- Create a parent/guardian engagement policy in collaboration with parents/guardians, make that policy available to all stakeholders, and notify parents/guardians about the policy in an understandable format and, to the extent practicable, in a language that parents/guardians can understand.
- Update the policy periodically to meet changing needs.
- Work with parents/guardians to create a family-school compact.
- Provide opportunities for the full participation of parents of English learners, special education, and migrant students.
- Involve the parents of students served in Title I in decisions about how funds reserved for parental involvement is spent.
- Build site capacity for parent leadership, collaboration, and communication.
- Provide other reasonable support for parental involvement activities as requested by parents

Glen City Elementary School will involve parents/guardians in the joint development, review and update of its school parent and family engagement policy and plan. Parents/guardians will have the opportunity to learn about, discuss, and have input into the plan at School Site Council meetings, Glen City PTA meetings, the annual Title I meeting, and English Learner Advisory Committee meetings.

The parent/guardian and family engagement policy is distributed at the beginning of each school year through the registration packets and to any students who enroll after that date during the school year.

Annual Title I Meeting

Glen City Elementary School holds an annual meeting to inform parents/guardians of the school's participation in Title I programs, and to explain the Title I requirements and the right of parents/guardians to be involved in Title I programs. The school convenes the meeting at a time convenient for parents/guardians and may offer a flexible number of additional parent/guardian involvement meetings, as requested by parents. All parents/guardians of students participating in the Title I program are invited to this meeting and will be encouraged to attend by:

Updated & Approved 5/22/2023

- Making phone calls, sending parent notifications via Parent Square, social media platforms, and posting it on the school website and marquee to reach all parents/guardians
- Sending home letters and reminders to inform parents/guardians about time and place of meetings (all information sent home and given out at meeting is in Spanish and English and in other languages as requested)
- Providing interpretation at the meeting, so that all parents/guardians can access the information
- Providing childcare
- Providing follow up information to parents who were unable to attend (as requested)

Flexible Number of Meetings

Glen City Elementary School will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, and services related to parent/guardian and family involvement.

- We will hold a Back to School Night at the beginning of the school year.
- Convene with English Language Advisory Committee (ELAC) at least four times a year to establish communication and English Language Learner Plan. Babysitting (as needed) and translation are available at each meeting.
- We will hold "Coffee with the Principal" a minimum of 6 times per year provide parent training and open communication with the parents or guardians.
- We will hold an LCAP parent forum in February to gather input about our LCAP actions and services.
- Provide Family Nights with the focus on Reading and Math. Parents may be invited to participate in activities with their children during the workshop.

Title I Program and Services

Glen City Elementary School will provide parents/guardians of participating student's information about the Title I program, including a description and explanation of the school's curriculum, assessments used to measure students' progress, and the proficiency levels students are expected to meet. This information will be provided to parents through:

- Annual Title I meeting
- Formal/informal conference with teachers
- Phone and E-mail contacts
- Report Cards
- Back to School Night
- School Accountability Report Card

Glen City Elementary School makes every attempt to coordinate Title I parent/guardian engagement activities with similar activities that are done through ELAC, SSC, and Glen City PTA.

School Review and Improvement/Information about Student Achievement Progress will involve parents in the process of school review and improvement, giving parents the opportunity to review school wide and program achievement data and make suggestions for school improvement at School Site Council, Title I, English Learner Advisory Committee, and Glen City PTA meetings. Glen City School will provide each parent/guardian with information about the individual performance of their child on both classroom and State assessments through:

- Providing parents/guardians with individualized information about students during parent/teacher conferences
- Providing parents/guardians a copy of the student's individual State assessment data
- Providing parents/guardians a copy of the student's ELPAC results (English Learners only)
- Giving parents report cards every semester and progress reports every Quarter 1 and Quarter 3 reporting timeframe

Parent/Guardian Feedback and Input

Glen City Elementary School will provide opportunities for parents/ guardians to formulate suggestions and to participate in decision-making about the education of their students. The school will respond to any such suggestions through:

Updated & Approved 5/22/2023

- Incorporating suggestions into the school evaluation and/or the school plan, goals, and activities designed to achieve those goals
- Develop differentiated instruction for students as needed
- Tailoring intervention services to meet students' needs
- Development of IEP (special education students)
- A survey will be sent home to every family in English and Spanish (other languages as requested) soliciting their input and suggestions for school improvement.

Family-School Compact

Glen City Elementary School distributes to parents/guardians and family members of Title 1 students a school-family compact. The compact, which has been jointly developed with parents/ guardians, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved students' academic achievement. It describes specific ways the school and families will partner to help children achieve the challenging State academic standards. The separate school-family compact address the following legally required items, and may include other items suggested by parents and family member of Title 1 students.

- Compact are reviewed/updated annually by staff and School Site Council
- Compacts are distributed in the Registration Packets and at the time of registration for new students.
- Parent Teacher Conference are required after the First Trimester and may occur during Third Trimester.

Training for Parents and Staff

Glen City Elementary School will provide materials and training to help parents/guardians work with their students to improve their student's academic achievement through activities such as:

- School Site Council and ELAC training for parents
- Glen City PTA sponsored parent training/education activities
- Ventura County Office of Education parent/guardian training
- Training provided to parents at Annual Title I meeting

Glen City Elementary School will also assist parents/guardians in understanding the California Common Core Standards, state and local assessments. As well as to how to monitor their child's progress and how to work collaboratively with the school through:

- Parent/Guardian conferences
- Newsletters
- Presentations at ELAC and SSC
- Annual Title I Meeting
- Parent coffees with the Principal

Glen City Elementary School will, with the assistance of its parents/guardians, educate its teachers, principal, coordinator, paraprofessionals, library clerk, and other office staff in how to reach out to, communicate, with, and work with parents/guardians as equal partners in the value and utility of contributions of parents through:

- Presentations and discussion at staff meetings, in services, and/or staff development days planned by the Glen City Elementary School staff
- New teacher support meetings provided by the District
- Written information presented by the administration in staff newsletters or distributed to teachers' mailboxes
- Communication from parents/guardians to staff during the year informally and formally at Site Council, ELAC, and Title I parent meetings

Translation and Understandable Format

Glen City Elementary School provides all information related to the school and parent programs, meetings, and other activities in an understandable format, translated and interpreted as needed into Spanish (other languages as requested).

Updated & Approved 5/22/2023

Parent Involvement Calendar

Glen City Elementary School welcomes and encourages parent involvement. The calendar below identifies many of the activities throughout the 2023-24 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.

July Principal's Welcome Back Letter to GC Families	January Coffee Chat w/ Principal PTA Meeting ELAC Meeting #4 SSC Meeting #5
August Dual Language Immersion (DLI) Parent Meeting Welcome Back Carnival Coffee Chat w/ Principal #1	February Coffee Chat w/ Principal ELAC Meeting #5 SSC Meeting #6 AVID Family Meeting #2 (Possible) District STEAM Fest
September PTA Meeting Back to School Night Family Math Night English Learner Advisory Committee (ELAC) Mtg #1 School Site Council (SSC) Meeting #1	March Coffee Chat w/ Principal LCAP Family Meeting Parent Conferences ELAC Meeting #6 SSC Meeting #7 Family Literacy Night PTA Meeting PTA Talent Show
October Coffee Chat w/ Principal #2 Jog-A-Thon Red Ribbon Week ELAC Meeting #2 SSC Meeting #2 AVID Family Meeting #1 Parent Conferences Family S.T.E.A.M. ² Night OR District STEAM Fest School-wide Parade	April State of the School Convening #2 ELAC Meeting #7 Art Fair/Gallery Author's Fair
November Día de los Muertos Cultural Night Family Reading Night ELAC Meeting #3 SSC Meeting #3 Turkey Trot	May PTA Meeting ELAC Meeting #8 SSC Meeting #8 Family Picnic Mental Health Month Parent Meeting Spring Semester Awards (EOs, DLI 1 st & 2 nd) Multilingual (DLI TK & K) Culmination & Awards Ceremony (RFEP Students) Band Performance
December State of the School Convening #1 SSC Meeting #4 Fall Semester Awards Multilingual Holiday Performance	June 6 th Grade Awards, Field Days, Dance

Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The **California Teacher Induction (CTI)** program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period.

The Ventura County Office of Education Teacher Support Services has established an integrated system that supports multiple entry points into the teaching profession to provide a skilled, credential teacher for every classroom in Ventura County. The department is a unique blending of support through the learning-to-teach system from pre-service experiences to university teacher preparation to new teacher induction. Teacher Support Services provides a broad range of professional development and services. Program and services are offered locally and within the region reaching VCOE and its 20 districts, charter and private schools, 6 university teacher preparation programs, and Santa Barbara and San Luis Obispo County offices.

Site-based Mentoring Programs:

Glen City Elementary School supports teacher mentoring through classroom observation and modeling. Teachers are provided opportunities to visit other classrooms on and off campus during instructional hours to observe effective teaching strategies in which substitute services are provided during instructional time. The principal provides regular feedback and coaching to all teaching staff.

Professional Development Plan

The district provides multiple staff development opportunities for all teachers both during the school year as well as during the summer. Analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended content training to adopted textbooks in both Language Arts and math and have developed unit and lesson plans based on the most appropriate strategies. Our District and site-level leadership provides onsite support with data analysis, intervention planning, instructional strategies and model lessons to support site teachers in the most appropriate grade level instructional delivery of standards based content. Principals use frequent walk-throughs to monitor the instructional program and provide feedback on adherence to grade level implementation of paced standards and high impact instructional strategies

Teachers have committed to collaborating on a weekly basis with their grade level partners for the purpose of planning. Additionally, all staff participate each trimester in half-day “data team” meetings. These meetings are planned by the principal to include professional development, data analysis, and identification of students for RtI. Included in these collaboration sessions are grade level agreements related to content and delivery of standards-based instruction and implementation of current curriculum alignment with district pacing. Staff meetings and staff development sessions also provide frequent opportunities for collaboration and professional development.

Site-based analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended and will continue to attend content training aligned to the Common Core Standards and adopted textbooks and other materials in Language Arts, Math and ELD. Principal Alfredo Varela provides teachers with onsite support with data analysis, intervention planning, instructional strategies, and uses frequent walk-throughs to monitor the instructional program. He provides feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

During the 2023-24 school year, Glen City’s teachers will focus on the following staff development topics:

- Math
 - CGI
 - P3CC
- ELA
 - CORE Literacy
- ELA: Site Writing Task Force
- ELD: Extempore App (Speaking Domain)
- Global Competency
- Kinder-6th Coding (Site Initiative)
- Leader in Me (SEL)

School Accountability Report Card



GLEN CITY ELEMENTARY SCHOOL

141 Steckel Drive • Santa Paula, CA 93060 • (805) 933-8850 • Grades TK-5

Alfredo Varela, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2021-22 ACTIVITY PUBLISHED IN 2022-23

Principal's Message

Welcome to Glen City Elementary School! We are home to the proud Grizzlies! Providing a positive, welcoming environment to students and families is of utmost importance to us. We strike to work collaboratively with all members of our school community. Glen City staff works hard each day to ensure students are met with high expectations, encouragement and support. Teachers creatively design and deliver lessons that provide students the opportunity to reach their highest potential. In addition to guiding students through their academic journeys, there is an emphasis placed on students' social-emotional needs. As we are committed to supporting each child, it is imperative that we build a strong relationship with our families. Collaboration between the school and family will have a positive impact on our students' academic and behavioral success. We encourage you to become active participants in your child's education and look forward to celebrating our students' successes throughout the year.

School Pride: Grizzly G.R.O.W.L.

Grow and Learn
Respect Everyone & Everything
Own our Actions
Work Together to Succeed
Lead by Example

District & School Description**Santa Paula Unified School District**

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2021-22 school year, the District served 4,988 students in grades TK-12. The demographic composition of the student body included 16.5% students identified with a disability, 34.8% qualifying for English learner support, 83.7% enrolled in the Free or Reduced Price Meal program, 1.6% migrant, 0.3% foster youth, and 7% homeless youth.

District Vision & Mission**Vision:**

Committed to serving every student every day.

Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Glen City Elementary School

During the 2021-22 school year, Glen City Elementary served 546 students in grades TK-5. Student enrollment included 52.2% qualifying for English learner support, 13.9% students identified with a disability, 89.9% enrolled in the Free or Reduced Price Meal program, 2.4% migrant, 1.5% foster youth, and 12.3% homeless youth.

Student Enrollment by Student Group and Grade Level 2021-22

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.0%	Kindergarten	135
Male	50.0%	Grade 1	67
Non-Binary	0.0%	Grade 2	74
American Indian or Alaskan Native	0.2%	Grade 3	83
Asian	0.2%	Grade 4	96
Black or African American	0.0%	Grade 5	91
Filipino	0.0%		
Hispanic or Latino	98.0%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.0%		
White	1.6%		
English Learners	52.2%		
Foster Youth	1.5%		
Homeless	12.3%		
Migrant	2.4%		
Socioeconomically Disadvantaged	89.9%		
Students with Disabilities	13.9%		
Total Enrollment			546

Santa Paula Unified School District

201 S. Steckel Drive
Santa Paula, CA 93060
(805) 933-8800
www.santapaulaunified.org

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EL Services & Community Engagement

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Classified Human Resources

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District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in December 2022.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

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

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

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

Parent Involvement

Parents are encouraged to become active participants in their child's education. Parents can become involved by volunteering in the classroom, participating in a decision-making committee, or simply attending school events.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities

Committees

English Learner Advisory Committee
District English Learner Advisory Committee (DELAC)
Parent District Advisory Committee (PDAC)
Parent Teacher Association (PTA)
School Site Council

School Activities

Back to School Night (Virtual)
Monthly Coffee Chats (Virtual)
Student Recognition Assemblies (Virtual)

School News

Parents stay informed about upcoming events and school activities through the school website, our school marquee, social media (Facebook & Instagram), flyers, monthly coffee chat, monthly calendar and ParentSquare. Contact the principal or the school office at (805) 933-8850 for more information on how to become involved in your child's education.

Student Achievement

District Benchmark Assessments

Santa Paula Unified School District utilizes districtwide diagnostic assessments that are aligned to the Common Core State Standards. These assessments are used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum

maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	89	89	100	0	21.35
Female	38	38	100	0	23.68
Male	51	51	100	0	19.61
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	88	88	100	0	21.59
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	23	23	100	0	0
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	80	80	100	0	20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100	0	0

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2021-22

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	272	269	98.9	1.1	31.6	272	269	98.9	1.1	24.54
Female	133	131	98.5	1.5	35.88	133	131	98.5	1.5	20.61
Male	139	138	99.28	0.72	27.54	139	138	99.28	0.72	28.26
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	266	263	98.87	1.13	31.94	266	263	98.87	1.13	24.71
Native Hawaiian or Pacific Islander										
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	100	97	97	3	13.4	100	97	97	3	7.22
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	245	242	98.78	1.22	31.4	245	242	98.78	1.22	23.97
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	47	47	100	0	8.51	47	47	100	0	6.38

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

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

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11
Percentage of Students Meeting or Exceeding the State Standards

	GCES		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English Language Arts/Literacy	N/A	32	N/A	30	N/A	47
Mathematics	N/A	25	N/A	16	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

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

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	GCES		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	NT	21.35	NT	14.33	28.72	29.47

Note: For any 2020-2021 data cells with NT values indicate that this school did not test students using the CAASPP for Science.

California Physical Fitness Test Results
2021-22

% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

In the spring of each year, Glen City Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/tatg/pfi.

School Facilities & Safety

Glen City Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1955; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The following campus repair or improvement projects were planned (or completed) for the school site:

2021-22 Campus Improvements:

- Campus trim painting project
- Administration back-office remodel
- New windows at Room 21
- New playground equipment and surfacing
- New window film at permanent classrooms
- Kitchen air conditioning
- Asphalt replacement at basketball courts
- Repaint front office
- Repaint multipurpose room

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian, two afternoon (one full-time and one part-time) custodians, and one part-time evening custodian are assigned to Glen City Elementary. The day/afternoon custodians are responsible for:

- Lunch area setup and cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Kitchen cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1955
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	14
# of Restrooms (student use)	3 sets
Multipurpose Room/Cafeteria	1
Playground	1
Reading Specialist Room	1
Counseling Office	2
Speech Room	1
Literacy Center	1

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: November 21, 2022				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms /Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			Portable RR - Replace trim around the girls RR door, weathered
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentages Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Glen City Elementary School took place on November 21, 2022. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2021-22 school year, 100% of restrooms were fully operational and available to students at all times.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Glen City Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in January 2023.

Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas and the playground to provide supervision. Campus supervisors monitor student activity while at breakfast in the cafeteria. During recess teachers monitor playground activity. Campus supervisors monitor lunch time activity while students are in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student dismissal to ensure a safe and orderly departure.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

Classroom Environment

Student Recognition Programs

Glen City School believes in recognizing and celebrating students for following our Grizzly G.R.O.W.L. Certificates, ribbons, prizes, and other awards are given to students at assemblies and special presentations throughout the school year. Students can earn Grizzly bucks for being safe, respectful and responsible. These Grizzly bucks can be used at the Grizzly store.

Class Size Distribution

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	560	207	37
Female	290	279	101	36.2
Male	296	281	106	37.7
American Indian or Alaska Native	1	1	1	100
Asian	1	1	0	0
Black or African American	2	2	2	100
Filipino				
Hispanic or Latino	573	547	201	36.7
Native Hawaiian or Pacific Islander				
Two or More Races				
White	9	9	3	33.3
English Learners	302	291	99	34
Foster Youth	9	9	5	55.6
Homeless	73	72	26	36.1
Socioeconomically Disadvantaged	524	503	184	36.6
Students Receiving Migrant Education Services	14	14	2	14.3
Students with Disabilities	99	95	34	35.8

Suspensions and Expulsions

	GCES			SPUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	3.37%	0.00%	0.68%	5.66%	0.02%	3.17%	0.00%	0.20%	N/A
Expulsions	0.00%	0.00%	0.00%	0.04%	0.00%	0.07%	0.00%	0.00%	N/A

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2021-22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68%	0.00%
Female	0.00%	0.00%
Male	1.35%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.33%	0.00%
Foster Youth	0.00%	0.00%
Homeless	1.37%	0.00%
Socioeconomically Disadvantaged	0.76%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.01%	0.00%

Average Class Size and Class Size Distribution

Grade Level	2019-20		
	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	21.0	1	4
1	23.0		4
2	22.0		4
3	21.0	1	3
4	24.0		3
5	25.0		3
Grade Level	2020-21		
	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	21.0	1	4
1	20.0	2	2
2	21.0	2	2
3	23.0		4
4	20.0	1	3
5	20.0	1	3
Grade Level	2021-22		
	Average Class Size	Number of Classes*	
		1-20	21-32 33+
K	22.0		6
1	22.0		3
2	21.0	2	1
3	23.0		3
4	21.0	1	3
5	23.0	1	3

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

** "Other" category is for multi-grade level classes.

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Discipline & Climate for Learning

Students at Glen City Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's progressive discipline philosophy promotes a safe school, a warm and friendly classroom environment.

The goal of Glen City Elementary School's staff is to provide students with opportunities to learn self-discipline through a system of consistent rewards and positive praise for their behavior. Parents and students are informed of behavior expectations at the beginning of each school year when they sign Glen City Elementary School's "Family-School Compact". Glen City's staff is focused on establishing relationships with students and families to support academic and behavior needs.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Glen City Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.

During the 2021-22 school year, Glen City Elementary provided site-based staff development after school. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- Data Analysis
- Leader in Me
- Social Emotional Learning

During the 2020-21, 2021-22, and 2022-23 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement**2020-21 0 days**

- Curriculum Advisory Team (CAT)
- English Language Arts - World of Wonders and Wonders
- English Language Development - Wonders
- Freckle - ELA, Math, Science and Social Studies
- Learning Management Platforms (Google Enterprise and Seesaw 101)
- Mathematics - Math Expressions
- STAR Early Literacy and Literably
- Trimester 1 Pacing

2021-22 0 days

- Baseline Assessment Support (STAR Assessments & Literably)
- Curriculum Advisory Team (CAT)
- English Language Development Support

2022-23 0 days

- CORE Learning - Literacy Services
- CGI Math - Teacher Learning Center
- Report Card Entry Training for Q
- EL Shadowing

Santa Paula Unified School District supports new teachers in developing their teaching skills and earning a Professional Clear Teaching Credential. The district's New Teacher Induction Consortium, formerly known as the Beginning Teacher Support and Assessment (BTSA) program, is designed for first- and second-year teachers to receive structured guidance and support from experienced teachers over a two-year period.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Office of Education. Special education staff participate in local and county sponsored professional training activities throughout the school year. Classified support staff may receive additional job-related training from the county office of education. All classified staff participate in county- and district-sponsored training sessions addressing sexual harassment, sexual molestation, and ergonomics.

Instructional Materials

All textbooks used in the core curriculum throughout Santa Paula Unified School District are currently being aligned to the California State Standards. Instructional materials are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On August 24, 2022, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution 2022-23:02 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
Social Science			
2021	Yes	Studies Weekly	0%

were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2022-2023 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

During the 2021-2022 school year, the District purchased Freckle and Renaissance Learning as supplemental materials in Science for K-5 to support the transition to new California Standards. Currently Santa Paula Unified School District is conducting a Science pilot in K-5 during the 2022-2023 school year.

Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chrome books or iPads to all students as part of a 1:1 technology initiative and supports the utilization of Google suite to enhance student learning. Glen City Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Special Education

Special Education students are mainstreamed into the general education classroom as appropriate based upon their IEP (Individual Education Plan). Each student is assigned a case manager to oversee the implementation of the IEP. Special Education includes a continuum of services to be provided to each student in the least restrictive learning environment. The special education program ensures that students with disabilities have access to core curriculum and educational opportunities in light of their individual unique needs.

English Language Learners

Glen City Elementary School provides English Language Learner (ELL) students with daily English Language Development (ELD) instruction based on their language proficiency level. English Learner students also receive ELD language support throughout the day in their core curricular areas.

At Risk Interventions

Glen City Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math by offering after school intervention classes, reading intervention provided by our three reading teachers and math intervention with our math intervention teacher.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	0	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	88.46	208.2	90.65	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1	0.44	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	6.9	3.04	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.2	1.4	12115.8	4.41
Unknown	3	11.54	10.2	4.47	18854.3	6.86
Total Teaching Positions	26	100	229.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time, one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Professional Staff

Teacher Preparation and Credentials

The charts below identify the number of teachers at Glen City Elementary School, Santa Paula Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also reports Glen City Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Note: Data for the Teacher Preparation and Credentials charts for 2021-22 will not be available until after February 1st per California Department of Education guidance. These charts will be updated once data is available.

Support Services Staff

Glen City Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Glen City Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Clerk	1	0.8
Library Clerk	1	1.0
Nurse	As needed	
Psychologist	1	0.6
Speech Therapist	1	1.0
Counselor	2	2.0
Health Technician	1	1.0
District Mental Health Counselor	As needed	

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2020-21 school year, Santa Paula Unified School District spent an average of \$15,077 of total general funds to educate each student (based on 2020-21 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/csl/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2020-21		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,425	48,503
Mid-Range Teacher Salary	77,630	74,912
Highest Teacher Salary	98,428	100,321
Average Principal Salaries:		
Elementary School	126,001	122,160
Middle School	130,642	127,632
High School	144,686	137,578
Superintendent Salary	220,000	198,665
Percentage of Budget For:		
Teacher Salaries	31.03	31
Administrative Salaries	5.35	6

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

SARC Data

DataQuest

DataQuest is an online data tool located at <https://dq.cde.ca.gov/dataquest/> that contains additional information about Glen City Elementary School and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschoolsdashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	GCES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,302	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,454	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,848	7,630	102.9%	0	N/A
Average Teacher Salary	90,343	81,573	N/A	0	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

School Site Council Bylaws

**Glen City Elementary
School Site Council Bylaws****ARTICLE I: NAME OF COUNCIL**

The name of this council shall be the Glen City Elementary School Site Council (GCESSC). Hereinafter, the School Site Council may be referred to as the Council.

ARTICLE II: ROLE OF THE COUNCIL

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all its related categorical resources. The School Site Council has responsibility for these duties:

- Analyze and evaluate the academic achievement of all students in the school.
- Obtain recommendations from school site advisory, standing and special committees regarding the focus of the Schools' Single Plan for Student Achievement.
- Develop and approve the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations.
- Recommend the school plan, including related budget expenditures, to the local governing board.
- Provide ongoing monitoring of the implementation of the plan and budgets/expenditures.
- Revise the school plan, including expenditures, timelines and evaluation criteria, as needed.
- Participate in all local, state and federal reviews of the school's program for compliance and quality.
- Annually evaluate the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students.
- Encourage broad representation of parents, community members, teachers and students, if appropriate, including all socioeconomic, ethnic and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council.
- Carry out all other duties assigned to the council by the district governing board and by state or federal law.

ARTICLE III: MEMBERSHIP OF THE COUNCIL**Section 1: Size and Composition**

The School Site Council shall be composed of 10 members. Half of the representation on the council shall be from the school staff. This council half will include:

- 1 Principal
- 3 Teachers, selected by teachers (classroom teachers shall constitute the majority of those persons representing the school staff).

- 1 Other School Personnel

The remaining half of the council will include 5 parents or community members, selected by parents at Glen City. GCSSC members chosen to represent parents may be employees of the school district and school site so long as they provide input and vote as a parent and not a school employee.

Section 2: Term of Office

All members shall serve for a two (2) year term. Members may be re-elected for succeeding terms. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section 3: Selection/Election of Members

Elections of council members shall be held each year, no later than October. The following procedures shall be followed in nominating candidates and selecting/electing council members:

- Teachers: An email will be sent to all teachers requesting nominations. Election ballots will be placed in staff mailboxes.
- Other School Personnel: An email will be sent to all *other school personnel* requesting nominations. Election ballots will be placed in staff mailboxes.
- Parent/Guardians: Nomination ballots will be sent with students home via flyer. Election ballots will be sent home with students via flyer.

Section 4: Voting Rights

Each member of the Council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted. An alternate representative may not cast a vote in the absence of the selected member. The role of an alternate is for information collection only.

Section 5: Termination of Membership

- Membership shall automatically terminate for any member who is absent from all regular meetings for a period of two (2) consecutive meetings without communication with principal or chairperson.
- The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

Section 7: Resignation

Any elected member may terminate his or her membership by submitting a written letter of resignation to the GCESSC chairperson.

Section 8: Vacancy

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- An election of a new member by the appropriate representative group.

- Appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole).
- Seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

ARTICLE IV: OFFICERS OF COUNCIL

Section 1: Officers

The officers of this council shall include a chairperson, a vice-chairperson, a secretary and such other officers as the council may deem desirable.

Section 2: Election of Officers and Terms of Office

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected. Any member of the Council, including the principal, may serve in any officer capacity.

Section 3: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all Council members.

Section 4: Vacancy in an Officer Position

A vacancy in any office because of resignation, removal, disqualification, death or otherwise shall be filled for the remainder of the officer's term. A Vacancy in any office shall be filled by a special election of the Council. This special election will be included in the posted meeting agenda.

Section 5: Officer Duties

The chairperson shall:

- Preside at all GCESSC Meetings
- Sign all letters reports, and other communication of the GCESSC
- Have other such duties prescribed by the GCESSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the GCESSC
- Transmit true and correct copies of the minutes of such meetings to members of the GCESSC
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the GCESSC
- Keep a register of the names, and contact information, of each member of the GCESSC, the chairpersons of school advisory committees, and others with whom the GCESSC has regular dealings, as furnished by those persons
- Perform other such duties as assigned by the chairperson or the GCESSC

ARTICLE V: COMMITTEES**Section 1: Standing and Special Committees**

The Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serves at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote the Council.

The purpose of these committees is to:

- Gather and analyze data.
- Examine materials, staffing or funding possibilities.
- Propose to the Council strategies for improving the instructional practices.

Section2: Standing and Special Committee Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

Section 3: Standing and Special Committee Term of Office

The Council shall determine the membership terms for all standing and special committees. This term should be communicated other committee members at the beginning of their assignment.

Section 4: Standing and Special Committee Rules

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

ARTICLE VI: MEETINGS OF THE SCHOOL SITE COUNCIL**Section 1: Meetings**

GCESSC shall meet not less than five (5) meetings during the school year. Special meetings may be called by the chairperson or by a majority vote of the GCESSC.

Section 2: Meeting Location

The GCESSC shall hold its meetings in a facility provided by the school.

Section 3: Notice of Meetings

All meetings of the GCESSC shall be publicized so that all interested persons may attend. Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time and location of the meetings, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or unless the Council or committee members present, by unanimous vote, find that there is a

need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Section 4: Quorum

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

Section 5: Conduct of Meetings

Meetings of the Council shall be conducted in accordance with the rules of orders established by EC 35147 and the Robert's Rule of Order or an adaptation thereof approved by the Council. If the Council violates any of the procedural meeting requirements found in EC 35147, and upon demand of any person, the Council shall reconsider the item at its next meeting after allowing for public input.

Section 6: Meeting Open to the Public

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. The Council may not take any action on any item of business unless that item appears on the posted agenda or unless Council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment. The GCESSC will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council. The minutes of the Council meeting are public records and are available to the public.

Section 7: Communication with the Local Board of Education

The Council shall implement the rules and regulations as defined in local board policy. A local board of education has the right to deny the content and related budget found in the school's Single Plan for Student Achievement.

Section 8: Uniform Complaint Procedures

Annually, the Council shall participate in training about the district's Uniform Complaint Procedures. This training will review procedures for filing a complaint. If any GCESSC member or member of the public believes that GCESSC has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

ARTICLE VII: BYLAW AMENDMENTS

An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to Council members at least five (5) days prior to the meeting at which the amendment is to be considered for adoption.

Approved May 21, 2019