

# Glen Cove Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.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 Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Glen Cove Elementary
<b>Street</b>	501 Glen Cove Pkwy.
<b>City, State, Zip</b>	Vallejo, CA 94591-7537
<b>Phone Number</b>	(707) 556-8491
<b>Principal</b>	Christine Lucero
<b>Email Address</b>	CLucero@vcusd.org
<b>School Website</b>	www.vcusd.org/glencove
<b>County-District-School (CDS) Code</b>	48705816107684

## 2023-24 District Contact Information

<b>District Name</b>	Vallejo City Unified School District
<b>Phone Number</b>	(707) 556-8921
<b>Superintendent</b>	William Spalding
<b>Email Address</b>	wspalding@vcusd.org
<b>District Website</b>	www.vcusd.org

## 2023-24 School Description and Mission Statement

Glen Cove Elementary School serves a culturally and linguistically diverse community of approximately 433 learners in Transitional Kindergarten (TK) through grade five (5). The site also houses State Child Development and Preschool programs, GVRD Kids club and an Expanded Learning Afterschool Program. Glen Cove Elementary has an enthusiastic and caring staff that includes administration, teachers, classified support staff and contracted intervention support staff who lead our students in activities throughout the day.

Glen Cove's schoolwide expectations are taught as the three very important personal standards in everything we do: Make Good Decisions, Solve Problems and Show Respect. By explicitly teaching, reinforcing, and reviewing these expectations, students learn how to take responsibility for their learning as well as their behavior so they are consistently successful both in and out of the classroom. Students engage in district approved curriculum along with a variety of resources to support intervention and extension. Staff participate in weekly collaboration meetings to focus on data analysis and best instructional practices.

Our Vision is to produce students who are empowered, prepared and equipped with the skills needed to be successful and productive beyond school.

Our Mission is to provide students with equitable opportunities outcomes, safe & supportive learning environments and to embody a vibrant culture of teaching & learning and community centered education.

Our Goal is to provide students with an engaging and rigorous course of study and for every student to graduate from high school and have clear attainable pathways to career and/or college success.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	65
Grade 2	80
Grade 3	75
Grade 4	72
Grade 5	64
Grade 6	2
<b>Total Enrollment</b>	<b>447</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7%
Male	48.3%
American Indian or Alaska Native	0.2%
Asian	3.1%
Black or African American	20.8%
Filipino	10.3%
Hispanic or Latino	46.5%
Native Hawaiian or Pacific Islander	3.1%
Two or More Races	5.6%
White	9.4%
English Learners	21.3%
Foster Youth	0.9%
Homeless	0.2%
Socioeconomically Disadvantaged	78.5%
Students with Disabilities	13.6%

#### A. Conditions of Learning **State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.50	72.36	341.50	65.59	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	19.20	3.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	1.90	61.10	11.74	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	5.75	16.70	3.21	12115.80	4.41
<b>Unknown</b>	3.40	19.89	82.00	15.75	18854.30	6.86
<b>Total Teaching Positions</b>	17.40	100.00	520.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.00	91.48	378.20	71.26	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.55	22.40	4.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	1.22	64.60	12.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	1.22	29.90	5.64	11953.10	4.28
<b>Unknown</b>	0.90	5.47	35.40	6.69	15831.90	5.67
<b>Total Teaching Positions</b>	16.40	100.00	530.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.30	0.20
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.30</b>	<b>0.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	1.00	0.00
Local Assignment Options	0.00	0.20
<b>Total Out-of-Field Teachers</b>	<b>1.00</b>	<b>0.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

<b>Year and month in which the data were collected</b>	October 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt California Journeys/2017	Yes	0%
<b>Mathematics</b>	Pearson enVision Math: Common Core /2022	Yes	0%
<b>Science</b>	K-5th: Twig Science/2020	Yes	0%
<b>History-Social Science</b>	Pearson myWorld /2019	Yes	0%

## School Facility Conditions and Planned Improvements

Glen Cove Elementary is a unique campus with grade-level based classroom pods that have central learning areas where staff can conduct small group instruction, grade-level activities, and hands-on projects. There are four playground areas that include basketball courts, play structures, walking paths, and tether ball courts. Recent updates to the campus include full perimeter security fencing in Summer 2018, and two new play structures and external paint in Fall 2020.

Our custodial staff consists of a full-time head custodian, one full-time night custodian, and one part-time night custodian. They are dedicated to keeping the grounds and facilities clean and safe for our students.

**Year and month of the most recent FIT report**

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Work Order submitted - Repair completed
<b>Interior:</b> Interior Surfaces	X			Work Order submitted - Repair completed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Work Order submitted - Repair completed
<b>Electrical</b>	X			Work Order submitted - Repair completed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Work Order submitted - Repair completed
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Work Order submitted - Repair completed
<b>Structural:</b> Structural Damage, Roofs	X			Work Order submitted - Repair completed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order submitted - Repair completed

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28	39	28	27	47	46
<b>Mathematics</b> (grades 3-8 and 11)	25	34	18	17	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	207	204	98.55	1.45	38.73
<b>Female</b>	113	112	99.12	0.88	41.96
<b>Male</b>	94	92	97.87	2.13	34.78
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	44	44	100.00	0.00	22.73
<b>Filipino</b>	25	25	100.00	0.00	56.00
<b>Hispanic or Latino</b>	98	95	96.94	3.06	35.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	36.36
<b>White</b>	16	16	100.00	0.00	62.50
<b>English Learners</b>	39	37	94.87	5.13	16.22
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	170	167	98.24	1.76	37.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	26	96.30	3.70	26.92



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	207	204	98.55	1.45	33.82
<b>Female</b>	113	112	99.12	0.88	30.36
<b>Male</b>	94	92	97.87	2.13	38.04
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	44	44	100.00	0.00	18.18
<b>Filipino</b>	25	25	100.00	0.00	48.00
<b>Hispanic or Latino</b>	98	95	96.94	3.06	33.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	45.45
<b>White</b>	16	16	100.00	0.00	31.25
<b>English Learners</b>	39	37	94.87	5.13	18.92
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	170	167	98.24	1.76	29.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	26	96.30	3.70	19.23

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.85	28.33	14.49	13.35	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	60	96.77	3.23	28.33
Female	30	29	96.67	3.33	24.14
Male	32	31	96.88	3.12	32.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	27	25	92.59	7.41	24.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	10	83.33	16.67	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	48	96.00	4.00	22.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.3	98.3	98.3	96.6	98.3

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. We encourage parents to take an active role in the PTA, School Site Council, English Learners Advisory Council, DELAC, African American Parent Network and PIQE. We also have a robust program of family and community programming that encourages parents to regularly interact with their student and school community: events such as Back to School Night, Dia De Los Muertos, Literacy Night, Math & Science Nights and coffee with the Principal provide opportunities for parents to be involved in less formal ways. Parent volunteers undergo background checks and fingerprint clearance as outlined in the District volunteer manual. As a schoolwide communication platform, we use ParentSquare for two way communication between families, teachers and school as well as regular email and phone calls.

Please contact the school at (707) 556-8491 for information regarding opportunities for parental involvement.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	474	455	258	56.7
Female	240	233	129	55.4
Male	234	222	129	58.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	13	13	3	23.1
Black or African American	97	93	50	53.8
Filipino	48	47	17	36.2
Hispanic or Latino	224	214	131	61.2
Native Hawaiian or Pacific Islander	14	14	5	35.7
Two or More Races	27	27	18	66.7
White	45	42	30	71.4
English Learners	99	98	58	59.2
Foster Youth	5	5	1	20.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	378	367	217	59.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	75	49	65.3

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.99	0.63	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0
Female	0.42	0
Male	0.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.06	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.22	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.79	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.8	0

## 2023-24 School Safety Plan

The safety of our students and staff is our highest priority. Our campus has full perimeter fencing which creates a single access point through the administration building. All visitors are required to sign in and obtain a visitor badge before accessing the campus. The Glen Cove Comprehensive School Safety Plan was updated in October 2023. The Safety Plan was reviewed by the design team and the School Site Council. Key elements of the safety plan include: disaster procedures (fire, earthquake, medical, etc.), responsibilities, discipline procedures, child abuse reporting, and other required sections. At Glen Cove we practice fire, earthquake, and shelter in place drills, an emergency drill is held each month and varying days and at varying times.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	2	
1	17	2	3	
2	17	2	3	
3	12	4	2	
4	18	2	2	
5	21	1	2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	8	2	
1	9	6	2	
2	10	7	1	
3	10	7	2	
4	10	4	2	
5	9	6	2	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	5	2	0
1	13	3	2	0
2	12	5	2	0
3	37	1	0	2
4	24	1	0	2
5	21	1	2	0
6	1	6	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	4881	2793	2088	73647
<b>District</b>	N/A	N/A	10669	\$77,192
<b>Percent Difference - School Site and District</b>	N/A	N/A	-134.5	0.14
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	-103.8	-18.2

## Fiscal Year 2022-23 Types of Services Funded

Glen Cove receives Title I funding. A portion of our Teacher Leader salary is paid through Title I. Our Teacher Leader supports teachers through coaching and classroom demonstrations, assisting in English language development and intervention instruction, monitoring student assessment, and analyzing data to determine areas of instructional need.

Additional Title 1 funds are used to provide intervention services and provide extended school year programming (spring break and summer camps) and LCAP funds are allocated for academic support programs, student incentives, field trips, foster youth support, science, music, art, technology, and professional development for staff members.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,665	\$54,190
<b>Mid-Range Teacher Salary</b>	\$73,323	\$85,111
<b>Highest Teacher Salary</b>	\$93,101	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$109,303	\$132,492
<b>Average Principal Salary (Middle)</b>	\$113,675	\$140,987
<b>Average Principal Salary (High)</b>	\$122,908	\$153,884
<b>Superintendent Salary</b>	\$248,000	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	25.54%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.25%

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Student achievement and school climate data are used to determine areas of need for professional development which is provided in a variety of ways. During our regular schedule, teachers are required to attend professional development on alternate Wednesdays. At these meetings, teachers learn strategies and pedagogy to support their classroom practice and address specific site needs. In the 2022-23 school year, teachers attend six full-day required professional development days. Additional opportunities for professional development are provided through district level workshops and additional site based workshops funded by Local Control Accountability Plan (LCAP).

Implementation of professional development topics is supported by in-class coaching by the principal and Teacher Leader, classroom observation feedback, and grade-level collaboration meetings.

The focus areas for the 2022-2023 school year are aligned to our district instructional Priorities for Literacy and Mathematics. Specifically:

- Increasing time spent with grade level text
- Increasing rigor and focus on higher level DOK
- Writing instruction in CCSS genres: informational; narrative; and opinion
- Problem-based math instruction and real-life application
- Student academic discussion in all content areas
- Positive behavior classroom management strategies, including a focus on SEL and PAX implementation



# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	28	30	30