GLEN CITY ELEMENTARY SCHOOL
GLOBAL STEAM² ACADEMY

141 Steckel Drive • Santa Paula, CA 93060 • (805) 933-8850 • Grades TK-6

Alfredo Varela, Principal

SCHOOL ACCOUNTABILITY REPORT CARD
A Report of 2022-23 Activity Published in 2023-24

Principal's Message

Dear Glen City Global S.T.E.A.M.² Academy Families,

Welcome to our exciting year at Glen City Global S.T.E.A.M.² Academy! We are thrilled to have new and returning families as part of our school community. This year, we introduce our S.T.E.A.M.² academy, with coding as its foundational layer, providing an integrated, hands-on learning experience that fosters critical thinking, creativity, and innovation.

Building upon the success of our Dual Language Immersion (DLI) program, we continue offering this powerful opportunity to our multilingual scholars. Our DLI students gain a competitive edge in a globalized world by navigating two linguistic spaces. This program runs parallel to our S.T.E.A.M. academy, ensuring a well-rounded education that embraces diversity and prepares students for success.

At Glen City Global S.T.E.A.M.² Academy, our dedicated faculty has developed an engaging curriculum and transformed classrooms into collaborative spaces equipped with cutting-edge technology. By integrating coding across subjects and grade levels, students develop computational thinking and problem-solving skills.

We value the partnership between our school and families. Open communication is key to your child's success, and we encourage you to stay connected with our school community through newsletters, conferences, and school events. We also post regularly on social media platforms and send pertinent announcements via the Parent Square App.

Welcome to Glen City Global S.T.E.A.M.² Academy, where we plant seeds of curiosity and possibility in every scholar.

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 2022-23 school year, the District served 4,853 students in grades TK-12. The demographic composition of the student body included 17.5% students identified with a disability, 34.1% qualifying for English learner support, 77.9% enrolled in the Free or Reduced Price Meal program, 0.6% migrant, 0.1% foster youth, and 7.1% 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.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.1%	Kindergarten	144
Male	51.9%	Grade 1	90
Non-Binary	0.0%	Grade 2	70
American Indian or Alaskan Native	0.2%	Grade 3	76
Asian	0.4%	Grade 4	82
Black or African American	0.4%	Grade 5	97
Filipino	0.0%		
Hispanic or Latino	97.3%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.2%		
White	1.6%		
English Learners	52.4%		
Foster Youth	0.4%		
Homeless	11.8%		
Migrant	1.4%		
Socioeconomically Disadvantaged	84.1%	Total Enrollment 559	
Students with Disabilities	17.4%		

Santa Paula Unified School District

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

Board of Trustees
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Contents

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 November 2023.

School Vision & Motto

Vision:
At Glen City Global STEAM2 Academy, all educational partners will commit to empowering multilingual minds for a sustainable and ever-changing world.

Motto:
Planting seeds of curiosity and possibility in every scholar!

Glen City Elementary School
During the 2022-23 school year, Glen City Elementary served 559 students in grades TK-5. Student enrollment included 52.4% qualifying for English learner support, 17.4% students identified with a disability, 84.1% enrolled in the Free or Reduced Price Meal program, 1.4% migrant, 0.4% foster youth, and 11.8% homeless youth.

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

School Activities
Art Fair/Gallery
Author's Fair
Back to School Night
Coffee Chats with the Principal
Día de los Muertos Cultural Night
Family Literacy Night
Family Math Night
Family Picnic
Family Reading Night
Jog-A-Thon
Monthly Coffee Chats
Multilingual Holiday Performance
Parent Conferences
Red Ribbon Week
Schoolwide Parent
Student Recognition Assemblies
Turkey Trot
Welcome Back Carnival

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.

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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	21.35	15.22	14.33	14.59	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 receive scores.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School) 2022-23					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	93	92	98.92	1.08	15.22
Female	46	46	100	0	19.57
Male	47	46	97.87	2.13	10.87
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	92	91	98.91	1.09	15.38
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	38	37	97.37	2.63	0
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	86	85	98.84	1.16	14.12
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	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) 2022-23										
	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	259	255	98.46	1.54	32.55	260	257	98.85	1.15	23.74
Female	133	130	97.74	2.26	39.23	133	131	98.5	1.5	20.61
Male	126	125	99.21	0.79	25.6	127	126	99.21	0.79	26.98
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	254	250	98.43	1.57	32.4	254	251	98.82	1.18	23.51
Native Hawaiian or Pacific Islander										
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	104	101	97.12	2.88	8.91	104	102	98.08	1.92	10.78
Foster Youth										
Homeless	30	29	96.67	3.33	24.14	30	30	100	0	10
Military										
Socioeconomically Disadvantaged	238	234	98.32	1.68	31.2	239	236	98.74	1.26	22.03
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	47	46	97.87	2.13	8.7	47	46	97.87	2.13	6.52

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA 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 fewer, 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	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	32	33	30	29	47	46
Mathematics	25	24	16	18	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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 Assessments 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 CAA divided by the total number of students who participated in both assessments.

California Physical Fitness Test Results 2022-23					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	96.8%	97.9%	97.9%	95.7%	97.9%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

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/.

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/ta/tg/pf/.

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:

2022-23 Campus Improvements:
• Improvements to the student drop-off and pick-up area along with restriping and signage installed
• Installation of additional play structures
• Remodel the main office and the health office

2023-24 Planned Campus Improvements:
• Addition of new walls to room 36
• Interior modifications to the administrative conference room
• Abatement and casework repairs at room 23
• Abatement and new flooring at room 12
• New HVAC improvements including ductwork at room 15
• Fencing improvements near room 23

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, and two full-time afternoon/evening custodians 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:

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

• Classroom cleaning
• Kitchen cleaning
• Restroom cleaning

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

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 October 25, 2023. 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 2022-23 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 November 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 monitors 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 and provide their state-issued ID which is run through the Verkada system. They are then provided with a visitor's badge to wear at all times and are expected to check out upon leaving the school campus.

Classroom Environment

Student Recognition Programs

Glen City School believes in recognizing and celebrating students for following our Grizzly positive behavior, and 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.

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: October 25, 2023				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage 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.

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	624	604	180	29.8
Female	302	294	83	28.2
Male	322	310	97	31.3
Non-Binary				
American Indian or Alaska Native	1	1	1	100
Asian	2	2	0	0
Black or African American	2	2	0	0
Filipino			0	0
Hispanic or Latino	602	585	171	29.2
Native Hawaiian or Pacific Islander				
Two or More Races	2	2	2	100
White	15	12	6	50
English Learners	322	319	93	29.2
Foster Youth	2	2	1	50
Homeless	78	77	21	27.3
Socioeconomically Disadvantaged	534	517	153	29.6
Students Receiving Migrant Education Services	10	10	0	0
Students with Disabilities	125	117	49	41.9

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

Suspensions and Expulsions

	GCES			SPUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.68%	1.28%	0.02%	3.17%	4.99%	0.20%	4.52%	N/A
Expulsions	0.00%	0.00%	0.00%	0.00%	0.07%	0.12%	0.00%	0.21%	N/A

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

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.28%	0.00%
Female	0.66%	0.00%
Male	1.86%	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	1.16%	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	1.24%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

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

Average Class Size and Class Size Distribution

	2020-21			
	Average Class Size	Number of Classes*		
Grade Level		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	
	2021-22			
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	
	2022-23			
K	23.0		6	
1	22.0		4	
2	23.0		3	
3	24.0		3	
4	26.0		3	
5	24.0	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.*

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 2022-23 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 2022-23 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:

- Biliteracy Training
- Data Analysis
- CGI - Math
- Core Literacy Training (Reading/Phonics)
- Dual Language Immersion (DLI)
- Global Competency/UN Sustainable Development Goals (SDGs)
- Leader in Me
- Project-Based Learning

During the 2021-22, 2022-23, and 2023-24 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

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

2023-24	2 days

- Project Based Learning with Trevor Muir
- CGI Math
- CORE Phonics Instructional Sequence
- Active Intruder Training

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 September 27, 2023, 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 2023-24:2 Sufficiency of Textbooks or Instructional Materials which certifies as required by Education Code §60119 that (1) textbooks and instructional materials 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 2023-

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 - *Wonders*	0%
2017	Yes	McMillan McGraw Hill - *World of Wonders*	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - *Math Expressions*	0%
2017	Yes	McMillan McGraw Hill - *World of Wonders*	0%
Science			
2008	No	Delta Foss Science Kits - *CA Science*	0%
2017	Yes	McMillan McGraw Hill - *World of Wonders*	0%
Social Science			
2021	Yes	Studies Weekly	0%
2017	Yes	McMillan McGraw Hill - *World of Wonders*	0%

24 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.

The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

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 chromebooks to all students in second through sixth grade and there are sets of iPads available to all TK through first grade classrooms 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 Language 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 intervention teachers for reading and mathematics.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	1
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	1

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	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	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	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	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)	21.8	87.94	213.6	89.46	234405.2	84
Intern Credential Holders Properly Assigned	1	4.02	2.8	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.02	12.8	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.2	0.93	11953.1	4.28
Unknown	1	4.02	7.2	3.03	15831.9	5.67
Total Teaching Positions	24.8	100	238.7	100	279044.8	100

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 in this report 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.

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 2022-23	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Clerk	1	1.0
Library Clerk	1	1.0
Nurse	As needed	
Psychologist	1	1.0
Speech Therapist (Virtual Services)	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 2021-22 school year, Santa Paula Unified School District spent an average of $18,320 of total general funds to educate each student (based on 2021-22 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/cs/. (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 2021-22		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,882	50,875
Mid-Range Teacher Salary	81,268	79,761
Highest Teacher Salary	102,666	103,045
Average Principal Salaries:		
Elementary School	126,001	128,154
Middle School	130,642	131,774
High School	144,686	142,676
Superintendent Salary	220,000	211,462
Percentage of Budget For:		
Teacher Salaries	30.76	30.11
Administrative Salaries	4.87	5.49

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

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
	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	11,508	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,964	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,545	9,246	103.2%	7,607	121.6%
Average Teacher Salary	95,006	85,611	N/A	81,984	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 2021-22 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- A-G Completion Grant
- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Learning Communities for School Success Program
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

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.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

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.