

**Santa Paula Unified School District**

# **School Plan for Student Achievement**



**Glen City Elementary School**

**Global STEAM<sup>2</sup> Academy**

**56 76828 6055578**

## **Contact Information:**

**Julie Bergman, Principal**

**[jbergman@santapaulausd.org](mailto:jbergman@santapaulausd.org)**

**141 Steckel Dr.**

**Santa Paula, CA 93060**

**(805) 933-8850**



**Revised June 2024**

**Fiscal Year 2024-2025**

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**Table of Contents**

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The School Plan for Student Achievement .....	2
Recommendations and Assurances .....	3
School Site Council Membership .....	4
English Language Advisory Council (ELAC) Membership.....	5
District information .....	6
District Profile .....	6
District Vision .....	6
District Mission.....	6
District LCAP Goals .....	7
School Information.....	8
School Profile .....	8
School Mission.....	8
School Vision .....	9
Student Enrollment by Grade.....	9
Student Enrollment by Ethnicity .....	9
Student Enrollment by Subgroup .....	10
Comprehensive Needs Assessment.....	10
Transition from Preschool to Kindergarten .....	10
Violence Prevention, Bully Prevention, and Student Safety .....	11
Nutrition Programs & Fitness Programs .....	11
Extended Learning Programs .....	12
School Plan for Student Achievement .....	13
Budget.....	27
References.....	29
2022-23 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics.....	29
2022-23 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics.....	30
2022-23 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics.....	31
School-Parent/Home Compact .....	32
Family Engagement Policy .....	34
Parent Involvement Calendar .....	38
Teacher Mentoring Programs .....	40
Professional Development Plan.....	41
School Accountability Report Card .....	42
School Site Council Bylaws .....	50

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## The School Plan for Student Achievement

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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:

Julie Bergman, Principal  
Glen City Elementary School  
141 Steckel Dr.  
Santa Paula, CA 93060  
(805) 933-8850  
[jbergman@santapaulausd.org](mailto:jbergman@santapaulausd.org)

The district’s Governing Board approved this revision of the school plan on \_\_\_\_\_.

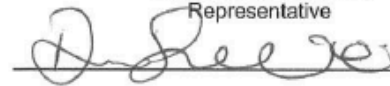
**Recommendations and Assurances**

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: JULY 18, 2024.

Attested:

  
Julie Bergman, Principal

JULY 19, 2024  
Date

  
SSC Chairperson

7/19/24  
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
Julie Bergman	X				
Sonia Perez		X			
Eugenia Del Cid		X			
Viviana Magana Laureano		X			
Monica Birky		X			
Herminia Marquez			X		
Denise Solis				X	
Denise Rangel				X	
Indira Soltero				X	
Jesus Palencia				X	
Daisy Figueroa				X	
Lorena Cisneros				X	
Mayra Velasquez				X	
Gabriella Barragan				X	
Number of members in each category	1	4	1	8	

**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
Julie Bergman	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

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### 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

2024-2025

# SUMMARY

**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 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.

**STATE PRIORITIES:** ① Basic Services or Basic Conditions at Schools ② Implementation of State Academic Standards ③ Parent Engagement ④ Student Achievement ⑤ Student Engagement ⑥ School climate ⑦ Access to a Broad Course of Study ⑧ Outcomes in a Broad Course of Study

**GOAL 1** The Santa Paula Unified School district will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. The district will measure its progress toward achieving this goal by monitoring key performance indicators listed in Metrics in Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Curriculum Coordinators
- P1d TK/K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Program
- P1g LAT – Language Appraisal Program
- P1h Newcome Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips/University Standards Aligned
- P1l Music Program
- P1m AVID Program
- P1n Additional Elective Classes
- P1o Credit Recovery
- P1p A-G completion Rate SPHS
- P1q TK-12 ELD TOSA
- P1r ELD Standards and Curriculum

**GOAL 2** The Santa Paula unified School District will ensure all students achieve grade-level proficiency in literacy and math, as defined by state standards and district benchmarks, through evidenced-based high-quality reading and mathematics instruction, targeted interventions, and progress monitoring using key performance indicators listed in Metrics in Goal 2. The district will focus on equity and closing achievement gaps, for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Reading Intervention Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Footsteps 2 Brilliance
- P2e Amplify | Dibels

**GOAL 3**

**Student Engagement:** Santa Paula Unified School District will engage students through innovative site academies, project-based learning, and differentiated pathways.

**Parental Involvement:** The district will strengthen parent engagement and collaboration by providing diverse opportunities for increased participation.

**School Climate:** The district will enhance student safety, well-being, and academic success by implementing a comprehensive Multi-Tiered System of Supports (MTSS) that addresses student’s academic, social emotional, and mental needs.

- P3a Support Educational Outcomes
- P3b STEAM TOSA(S)
- P3c Mentoring Program
- P3d Restorative Justice/PBS
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g School Psychologists
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS

**GOAL 4** The Santa Paula Unified School District will ensure equitable conditions of learning for all students by recurring and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous and standards-aligned curriculum and regularly assessing and addressing disparities in educational resources and opportunities.

- P4a Staff Smaller Class Size
- P4b Technology
- P4c Technology Infrastructure
- P4d Computer Tech Staff
- P4e Prep Periods at IMS
- P4f Retain ADM Support
- P4g Retain Athletic Trainer
- P4h Athletic Transportation
- P4i Athletic Director
- P4j Office Assistant Support
- P4k Childcare/Interpretation
- P4l District Safety
- P4m Safety Measures
- P4n Custodial Staff
- P4o Deferred Maintenance
- P4p Health Service Specialist
- P4q Improve Financial Literacy

**GOAL 5** With the collaboration of the Staff, Parents, and Students, Renaissance High School will increase the schools’ student stability rate to 80%.

- P5a Implement a Multi-tiered System of Supports

## School Information

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### 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 2023-24 school year, 692 students were enrolled, including 47.4% qualifying for English Language Learner support, 18.2% with disabilities, 82.8% qualifying for free or reduced price lunch, 2% migrant, 9.7% homeless youth, and 0.1% 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 3<sup>rd</sup> – 5<sup>th</sup> 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:** Glen City uses Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the Common Core State 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.

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.

### School Mission

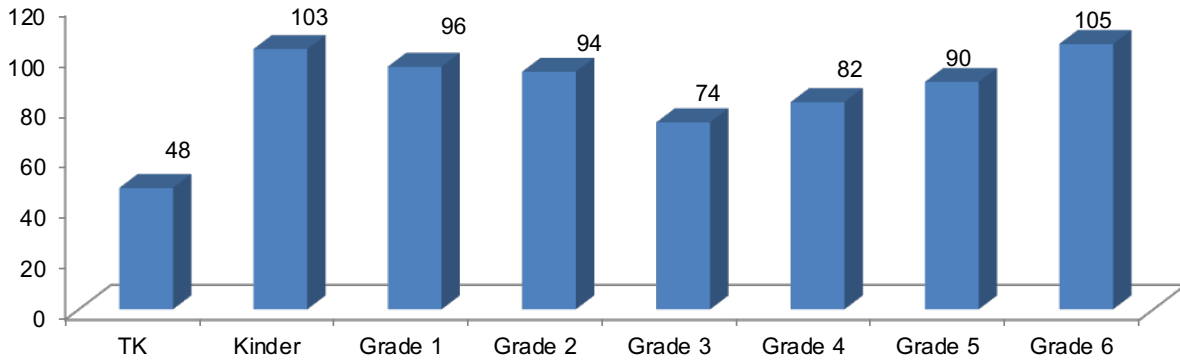
At Glen City Elementary, we believe that it is our primary responsibility to ensure that every student is provided with opportunities to develop his or her intellectual potential and social skills. We further believe that a child's elementary education can help build a foundation for future intellectual, 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.

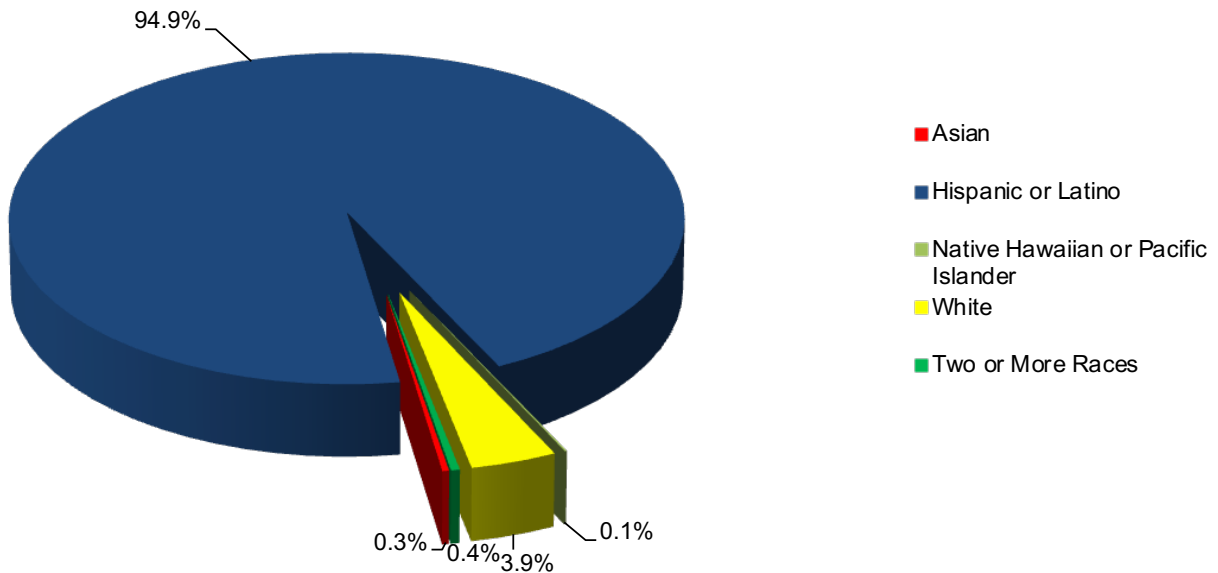
Student Enrollment by Grade

Source: Data Quest 2023-24



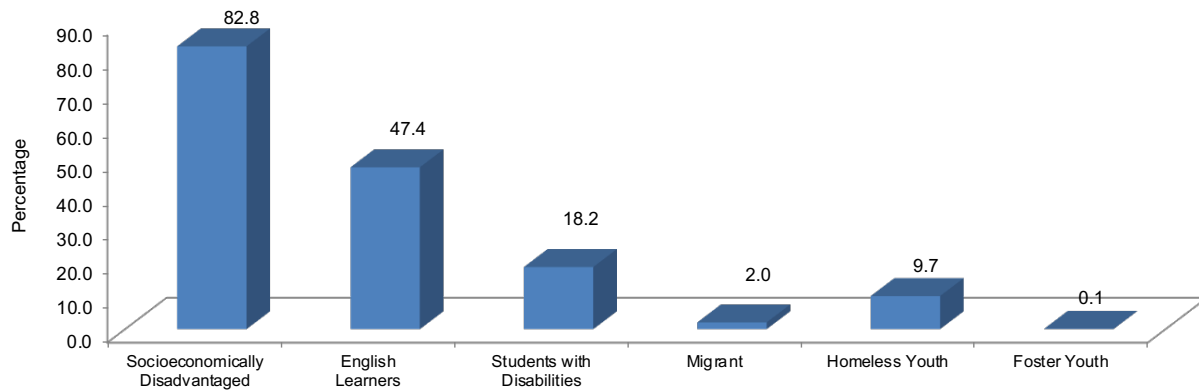
Student Enrollment by Ethnicity

Source: Data Quest 2023-24



Student Enrollment by Subgroup

Data Source: Data Quest 2023-24



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, 2024 and June 2, 2025 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 2024-25 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	July 18, 2024	

## 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	May 6, 2024, May 30, 2024
ELAC Members	May 29, 2024, June 3, 2024
School Site Council Members	May 29, 2024, June 3, 2024

## 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, SLA and Math for all students (including English Learners and Students with Disabilities) and implement the California State Standards in all core subjects.**

### Identified Need:

While students in some grade levels have shown growth in the areas of ELA and Math, the number of students not meeting standards is still disproportionate. Additionally, with the growth of our Dual Language Immersion Program, progress in Spanish Language Arts (SLA), also needs to be monitored. Emerging bilingual students showed a steep decline in the number of students reaching proficient. Teachers will continue to develop their understanding and implementation of Cognitively Guided Math Instruction (CGI) and Core Literacy ELA Principles.

### Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative	<b>Proficient (Level 4): 4.6%</b> Moderately Developed (L3): 35.9% Somewhat Developed (L2): 31.5% Minimally Developed (L1): 27.8%	The expected outcome is a minimum of 15% increase in students attaining Proficient (Level 4).
CAASPP ELA Summative	<b>Grade 3: % of Students at:</b> Standard Met/Exceeded: 38% Standard Nearly Met: 34% Standard Not Met: 28%  <b>Grade 4: % of Students at:</b> Standard Met/Exceeded: 22% Standard Nearly Met: 24% Standard Not Met: 54%  <b>Grade 5: % of Students at:</b> Standard Met/Exceeded: 42% Standard Nearly Met: 27% Standard Not Met: 31%	The expected outcome is a minimum of 10% increase in students meeting and/or exceeding standard per grade level.
CAASPP MATH Summative	<b>Grade 3 % of Students at:</b> Standard Met/ Exceeded: 39% Standard Nearly Met: 31% Standard Not Met: 30%  <b>Grade 4 % of Students at:</b> Standard Met/Exceeded: 29% Standard Nearly Met: 29% Standard Not Met: 42%  <b>Grade 5: % of Students at:</b> Standard Met/Exceeded: 27% Standard Nearly Met: 33% Standard Not Met: 40%	The expected outcome is a minimum of 10% increase in students meeting and/or exceeding standard per grade level.
Literably	EOY % of Students at Meets or Exceeds reading level expectations: K: 27% 1st: 20% 2nd: 63%	The expected outcome is a minimum of 15% increase of Proficient Students in each grade level:



	3rd: ** 4th: 57% 5th: 65% 6th: Did not administer (Note K-2nd does not include DLI classes) ** 3rd grade did not administer	
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### Strategy/Activity 1

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

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

All TK-6<sup>th</sup> 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 and AVID strategies.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,500 (Professional Development)	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-6<sup>th</sup> Grade Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$7,382 (\$6,000 salary, \$1,382 Benefits)	Title I (Obj. 1102, Function 1000) Title I (Obj. 3000, 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-6<sup>th</sup> Grade Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$10,000	Title I (Obj. 5620, 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-6<sup>th</sup> Grade Students

**Strategy/Activity**

After school intervention programs targeting ELA, SLA and Math Standards.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5,994 (\$4,872 Salary, \$1,122 Fringes)	Title I (Obj. 1103, Function 1000) Title I (Obj. 3000, Function 1000)

## Annual Review:

### SPSA Year Reviewed: 2023-2024

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.

The effectiveness of Glen City's efforts to increase academic achievement at all grade levels in ELA and Math did show moderate success. Strategies implemented throughout the school year were at times impacted by the availability of substitutes. CAASPP data shows that there is a high percentage of students who 'nearly met' the standard. Targeted intervention needs to occur to support those students' academic achievement. Additionally, our ELPAC scores show a number of students scoring in the Level 3. Additional teacher training in ELD standards and teaching strategies will support student growth in this area to help them reach Level 4.

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 and budgeted 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 goal will align to the District's LCAP Goal 1. Our progress towards achieving this goal will be more closely monitored using multiple measures of data. By doing this we will ensure our teachers are using data to inform instruction and support student growth. Additionally, we will closely monitor budget expenditures and reallocate funding when necessary to support further student achievement.

## Goal 2:

**Increase parent involvement/engagement and increase 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	2022-2023: Chronically Absent	Reduce chronically absent rate to less than 20%
Metric/Indicator	Baseline	Expected Outcome
ELAC Meeting Attendance	Average attendance: 6	Average attendance: 20
Dual Language Immersion Parent Meetings	4 per year	4 per year
Coffee Chats with the Principal	4 per year	5 per year
Family Education/Training Opportunities	3 per year	6 per year
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
School Wide Festivals/Performances	Baseline year	3 per year
Family Lunches	Baseline year	1 per grade level per year
PTA Meetings	6 per year	6 per year
School Site Council Meetings	6 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 - 6<sup>th</sup> Grade Students and Their Families

#### Strategy/Activity

A parent needs assessment will be taken in Fall 2024 to determine topics of interest for parent education. Parent education opportunities, i.e. Parent Universities, 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)
\$3,000	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 - 6<sup>th</sup> Grade Students and Their Families

**Strategy/Activity**

Parent participation in annual local and/or state level conferences, such as CAFE, and/or other workshops for parents

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$1,000	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 - 6<sup>th</sup> Grade Students and Their Families

**Strategy/Activity**

To increase parent involvement at the site and support the multicultural aspect of our academy, we will host two site showcase festivals, one in the Winter and one in the Spring.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,500	Title I (Obj. 4300, Function 2495)

### Strategy/Activity 4

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

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

All TK - 6<sup>th</sup> Grade Students

**Strategy/Activity**

Increase 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)
\$12,000	Title I (Obj. 5860, Function 1000)

### Strategy/Activity 5

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

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

All TK - 6<sup>th</sup> Grade Students

**Strategy/Activity**

Participate in classroom level, grade level and site level project-based learnings and STEAM activities.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$4,000	Title I (Obj. 4300, Function 1000)

### Annual Review:

**SPSA Year Reviewed: 2023-2024**

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.

There was an attempt to increase parent involvement and engagement. There were however some issues with groups of parents with differing ideas on how to reach our goals. A main focus in the upcoming year is to bridge the divide and create a group of parents working towards the goal of supporting all Glen City students and including all families. We also need to more effectively utilize our Outreach Consultant in engaging with our families. Incorporating showcases and family learning nights will create an environment of fun and learning that will encourage parents, families and hopefully community members to become an involved part of our school community.

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

The shortages of transportation drastically reduced the number of field trips taken by our students. Teachers will be encouraged to schedule field trips throughout the school year and not wait until the end.

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

The addition of a full time STEAM TOSA will allow us to host more parent engagement events and provide hands-on learning experiences for all students. A continued focus on PBL will build engagement and involvement amongst our students as well.

**Goal 3:**

Decrease the number of school suspensions, office behavior referrals and chronic absenteeism.

**Identified Need:**

The number of students who are sent to the office for minor inappropriate behaviors has increased as the school year progressed, increasing in number after spring break. Additionally in the month of May, there have been a total of 7 off campus suspensions.

**Annual Measurable Outcomes:**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data Quest	2023 School Dashboard: 29.8% Chronically Absent	Reduce chronically absent rate to less than 20%
Data Quest	2023 School Dashboard: 1.3% Suspension rate	Reduce suspension rate to 0.0%
Data Quest	2023-2024: 30 documented behavior referrals	Reduce to 2/month administrative documented behavior referrals

**Strategy/Activity 1**

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

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

All TK-6<sup>th</sup> Grade Students

**Strategy/Activity**

Planned enrichment activities during recess times that are tied to increasing academics and social emotional well being.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$7,000	Title I (Obj. 4300, 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-6<sup>th</sup> Grade Students

**Strategy/Activity**

Onsite assemblies and educational programs.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$6,000	Title I (Obj. 5800, 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-6<sup>th</sup> Grade Students

**Strategy/Activity**

Continued and improved implementation of the Leader in Me program.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$10,000	Title I (Obj. 5620, 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-6<sup>th</sup> Grade Students

**Strategy/Activity**

Attendance and academic improvement incentives to support increased academic levels and improved attendance.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$4,000	Title I (Obj. 4300, Function 1000)

### Strategy/Activity 5

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

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

All 4th - 6th Grade Female Students

**Strategy/Activity**

Reignite the Girls Inc. program

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
No Fee	



## Annual Review:

### SPSA Year Reviewed: 2023-2024

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.

The behavior referral data is not accurate and has been reflected as “documented” referrals. There were numerous daily referrals where documentation was not kept. The Leader in Me programs was not implemented consistently across the school campus. There was a sharp increase in office referrals for minor behaviors during the Spring months. Counselors also received an influx of referrals. During the month of May, we utilized the District’s Restorative Justice facilitator to aide students in social, emotional and behavioral skills improvement.

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 the 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.

A policy for accurately documenting behavior referrals will be in place for the upcoming school year. Additionally, support programs, such as Girls Inc., will be reinvigorated to support student behavior and social emotional learning opportunities. Teachers will participate in site professional development on topics such as Classroom Management, PBIS, MTSS and Trauma Informed teaching to support efforts to support students in the social emotional realm.

**Goal 4:**

Create a warm, welcoming, positive, and safe school climate for students, families, 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”	15 average attendances		30 average attendances
Parent Attendance at ELAC Meetings	Average attendance: 12	6-10 average attendance	Average attendance: 20
Family Reading Nights	Baseline data		Baseline Year
Instructional Leadership Team Meetings	Baseline: 5 per year	4 per year	6 per year

ELAC Meeting Attendance	Average attendance: 6	Average attendance: 20
Dual Language Immersion Parent Meetings	3 per year	4 per year
Coffee Chats with the Principal	4 per year	5 per year
Family Education/Training Opportunities	3 per year	6 per year
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
School Wide Festivals/Performances	Baseline year	3 per year
Family Lunches	Baseline year	1 per grade level per year
PTA Meetings	6 per year	6 per year
School Site Council Meetings	6 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-6<sup>th</sup> Grade Students and Their 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)
\$3,000 (Repeated expenditure 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 - 6<sup>th</sup> Grade Students

**Strategy/Activity**

Fund additional hours for 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 \$2,736.00 (Salary \$2,000, fringes \$736)	Title I (Obj. 2200, Function 2420) Title I (Obj. 3000, 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 - 6<sup>th</sup> Grade Students and Their Families

**Strategy/Activity**

Purchase a sound system to use for events with family and community. (Also supported in Goal 2)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$4,000.00	Title I (Obj. 4425, Function 1000)

## Annual Review:

### SPSA Year Reviewed: 2023-2024

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.

It is very evident that parents and guardians want to be involved with their children. Providing parents, the opportunity to support their children, learn something new and very importantly, feel like a welcome part of the school community is a high priority. Additionally, having 6th grade students on campus created a new dynamic. All of the goals in this plan will help address creating a warm, effective and welcoming environment at Glen City.

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.

An attempt to create a cohesive and well-functioning parent group will take some additional effort. Strategies in Goal 2 will also assist in this effort. One activity that will be explored is utilizing the Restorative Justice facilitator with our parent group in an effort to form a common connection and goal as it relates to supporting our students.

## 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 2023-24 Carryover	\$0.00
Title I 2024-25 Allocation (includes \$1,814 parent engagement)	\$91,869.00

Subtotal of additional federal funds included for this school: **\$91,869.00**

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

State or Local Programs	Allocation (\$)
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: **\$91,869.00**

Title I Allocations – 2024-25

		Resource	Title I	Remarks
		Allocation: 24-25	91,869.00	
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes	6,000.00	Goal 1.2
1103	1000	Tchr. Extra Duty	4,872.00	Goal 1.4 \$4872;
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.		
2103	1000	IA Extra Duty - Translating		
2200	2420	Library Asst.		
2203	2420	Library extra duty	2,000.00	Goal 4.2
2402	2700	Clerical sub.		
2403	2700	Cler. Extra Duty		
2940	1000	Noon Duty		
3000	1000	Fringes	3,240.00	Goal 1.2 \$1382; Goal 1.4 \$1,122; Goal 4.2 \$736
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	15,000.00	Goal 2.5 \$4000; Goal 3.1 \$7000; Goal 3.4 \$4000
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	5,500.00	Goal 2.1 \$3000 ; Goal 2.3 \$2500
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%	4,593.45	
4399	1000	Unallocated funds	4,663.55	
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500		
4425	1000	Tech Equipment	4,000.00	Goal 4.3
5200	1000	Travel / Conf. – Teachers	2,500.00	Goal 1.1 \$2,500;
5200	2700	Travel/Conf. – Admin.		
5200	3110	Travel/Conf. – Counselor	500.00	
5200	1000	Travel/Conf Parents	1,000.00	Goal 2.1
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt	20,000.00	Goal 1.3 \$10,000; Goal 3.3 \$10000 Leader in Me
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst	6,000.00	Goal 3.2
5860	1000	Transportation	12,000.00	Goal 2.4
Total Spent			91,869.00	
Available Balance			0.00	

SSC Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

References

2022-23 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2022-23						
	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	80	78	78	10.26%	19.23%	20.51%	50.00%
Male	34	34	34	8.82%	11.76%	17.65%	61.76%
Female	46	44	44	11.36%	25.00%	22.73%	40.91%
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	79	77	77	10.39%	19.48%	20.78%	49.35%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	74	72	72	9.72%	20.83%	20.83%	48.61%
English Learners	37	36	36	2.78%	5.56%	27.78%	63.89%
Students with Disabilities	15	15	15	0.00%	0.00%	0.00%	100.00%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	12	12	12	8.33%	16.67%	16.67%	58.33%

	Mathematics						
	2022-23						
	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	80	78	78	6.41%	20.51%	21.79%	51.28%
Male	34	34	34	8.82%	29.41%	17.65%	44.12%
Female	46	44	44	4.55%	13.65%	25.00%	56.82%
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	79	77	77	6.49%	20.78%	22.08%	50.65%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	74	72	72	5.56%	20.83%	22.22%	51.39%
English Learners	37	36	36	0.00%	13.89%	22.22%	63.89%
Students with Disabilities	15	15	15	0.00%	6.67%	13.33%	80.00%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	12	12	12	0.00%	8.33%	33.33%	58.33%

2022-23 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2022-23						
	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	86	85	85	11.76%	21.18%	30.59%	36.47%
Male	45	45	45	11.11%	22.22%	28.89%	37.78%
Female	41	40	40	12.50%	20.00%	32.50%	35.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	83	82	82	10.98%	21.95%	31.71%	35.37%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races							
Socioeconomically Disadvantaged	78	77	77	10.39%	19.48%	32.47%	37.66%
English Learners	29	28	28	0.00%	7.14%	46.43%	46.43%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	9	8	8	*	*	*	*

	Mathematics						
	2022-23						
	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	86	86	86	6.98%	15.12%	31.40%	46.51%
Male	45	45	45	11.11%	13.33%	37.78%	37.78%
Female	41	41	41	2.44%	17.07%	24.39%	56.10%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	83	83	83	7.23%	14.46%	32.53%	45.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races							
Socioeconomically Disadvantaged	78	78	78	3.85%	15.38%	32.05%	48.72%
English Learners	29	29	29	0.00%	10.34%	24.14%	65.52%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	9	9	9	*	*	*	*



2022-23 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2022-23						
	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	93	92	92	15.22%	19.57%	18.48%	46.74%
Male	47	46	46	8.70%	13.04%	21.74%	56.52%
Female	46	46	46	21.74%	26.09%	15.22%	36.96%
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	92	91	91	15.38%	18.68%	18.68%	47.25%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	86	85	85	12.94%	20.00%	16.47%	50.59%
English Learners	38	37	37	2.70%	8.11%	24.32%	64.86%
Students with Disabilities	21	20	20	5.00%	15.00%	15.00%	65.00%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	9	9	9	*	*	*	*

	Mathematics						
	2022-23						
	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	94	93	93	11.83%	10.75%	23.66%	53.76%
Male	48	47	47	14.89%	6.38%	21.28%	57.45%
Female	46	46	46	8.70%	15.22%	26.09%	50.00%
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	92	91	91	12.09%	9.89%	23.08%	54.95%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	87	86	86	10.47%	10.47%	20.93%	58.14%
English Learners	38	37	37	2.70%	5.41%	27.03%	64.86%
Students with Disabilities	21	20	20	0.00%	5.00%	25.00%	70.00%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	9	9	9	*	*	*	*

School-Parent/Home Compact



**Family – School Compact  
2024-2025 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, their families and school volunteers.
- Notify the school when my child is absent and provide a reason.
- Provide necessary medication, as needed.

\_\_\_\_\_  
Parent Signature

Updated & Approved (insert date).

**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.

## Family Engagement Policy

**Parent/Guardian and Family Engagement Policy  
2024-2025**

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**

Updated & Approved (Insert Date)

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:

- 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

Updated & Approved (Insert Date)



**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:

- 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 I 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 I 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

Updated & Approved (Insert Date)

**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 (Insert Date)

## Parent Involvement Calendar

Glen City Elementary School welcomes and encourages parent involvement. The calendar below identifies many of the activities throughout the 2024-25 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/Julio

- Parent Welcome Letter including policies and procedures/Carta de bienvenida para padres que incluye políticas y procedimientos

### August/Agosto

- Welcome back family picnic/Bienvenido de nuevo picnic familiar
- PTA Meeting/Junta de PTA
- Dual Language Immersion Program Family Meeting/Reunión familiar del programa de inmersión en dos idiomas
- Coffee Chat with Principal/Charla de café con la directora

### September/Septiembre

- Back to School Night/Noche de regreso a clases
- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- TK/Kindergarten Family Lunch/Almuerzo familiar de TK/Kindergarten
- Let's Talk Math Family Night/Noche Familiar de Hablemos de Matemáticas

### October/Octubre

- STEAM Night/Noche de STEAM
- Red Ribbon Week/Semana del Listón Rojo
- PTA Meeting/Junta de PTA
- Coffee Chat with Principal/Charla de café con la directora
- 6th Grade Family Lunch/Almuerzo familiar de sexto grado
- Parent Conferences/Conferencias de padres
- Dual Language Immersion Program Family Meeting//Reunión familiar del programa de inmersión en dos idiomas

### November/Noviembre

- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- First Grade Family Lunch/Almuerzo familiar de primer grado
- Family Reading Night/Noche de lectura familiar
- Día de los Muertos Event

### December/Diciembre

- Multicultural Festival/Festival Multicultural
- PTA Meeting/Junta de PTA
- Coffee Chat with Principal/Charla de café con la directora
- Semester Awards/Premios Semestrales



**January/Enero**

- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- Let's Talk Math Family Night/Noche Familiar de Hablemos de Matemáticas
- Fifth Grade Family Lunch/Almuerzo familiar de quinto grado
- Dual Language Immersion Program Family Meeting//Reunión familiar del programa de inmersión en dos idiomas

**February/Febrero**

- STEAM Night/Noche de STEAM
- Second Grade Family Lunch/Almuerzo familiar de segundo grado
- PTA Meeting/Junta de PTA
- Coffee Chat with Principal/Charla de café con la directora

**March/Marzo**

- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- Fourth Grade Family Lunch/Almuerzo familiar de cuarto grado
- LCAP Family Meeting/Reunión familiar del LCAP
- Talent Show/Concurso de talentos
- Parent Conferences/Conferencias de padres

**April/Abril**

- PTA Meeting/Junta de PTA
- Coffee Chat with Principal/Charla de café con la directora
- Dual Language Immersion Program Family Meeting//Reunión familiar del programa de inmersión en dos idiomas
- Family Reading Night/Noche de lectura familiar

**May/Mayo**

- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- Third Grade Family Lunch/Almuerzo familiar de tercer grado
- Spring Festival/Festival de Primavera
- Band Performance/Performance de Banda

**June/Junio**

- End of Year Events and Awards/Eventos y premios de fin de año

### 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 2024-25 school year, Glen City’s teachers will focus on the following staff development topics:

- Math
- ELA
- ELA: Site Writing Task Force
- Leader in Me (SEL)



# GLEN CITY ELEMENTARY SCHOOL

GLOBAL STEAM<sup>2</sup> 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.<sup>2</sup> Academy Families,

Welcome to our exciting year at Glen City Global S.T.E.A.M.<sup>2</sup> 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.<sup>2</sup> 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.<sup>2</sup> 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.<sup>2</sup> 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%		
Students with Disabilities	17.4%		
		<b>Total Enrollment</b>	<b>559</b>

#### Santa Paula Unified School District

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

#### Board of Trustees

Mrs. Gabriela Ornelas, President  
Mrs. Anna Villicana-Arroyo, Vice President  
Mr. Tommy Frutos, Clerk  
Dr. Daniel Sandoval, Member  
Mr. Chris Wilson, Member

#### District Administration

Mr. Jeffrey Weinstein  
Superintendent  
  
Mr. Kevin Olson  
Assistant Superintendent  
Business Services  
  
Dr. Edd C. Bond  
Deputy Superintendent  
Human Resources & Employee Development  
  
Dr. David Moore  
Associate Superintendent  
Educational Services  
  
Dr. Gina Ramirez  
Assistant Superintendent  
EL Services & Community Engagement  
  
Ms. Cynthia Carrillo  
Executive Director  
Classified Human Resources

#### Contents

Principal's Message  
District & School Description  
Local Control Accountability Plan (LCAP)  
Parent Involvement  
Student Achievement  
School Facilities & Safety  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
SARC Data & Internet Access  
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 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	256	98.46	1.54	32.56	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					
Grade Level	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	96.6%	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/](http://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/pfi/](http://www.cde.ca.gov/ta/tg/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:

- 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

School Facility Good Repair Status	
Item Inspected	Repair Status
Inspection Date: October 25, 2023	
	Good Fair Poor
Systems	✓
Interior Surfaces	✓
Cleanliness	✓
Electrical	✓
Restrooms /Fountains	✓
Safety	✓
Structural	✓
External	✓
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.

- 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.

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.

	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%	1.26%	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				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
<b>2020-21</b>				
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	
<b>2021-22</b>				
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	
<b>2022-23</b>				
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
<ul style="list-style-type: none"> <li>• Baseline Assessment Support (STAR Assessments &amp; Literably)</li> <li>• Curriculum Advisory Team (CAT)</li> <li>• English Language Development Support</li> </ul>	
2022-23	0 days
<ul style="list-style-type: none"> <li>• CORE Learning - Literacy Services</li> <li>• CGI Math - Teacher Learning Center</li> <li>• Report Card Entry Training for Q</li> <li>• EL Shadowing</li> </ul>	
2023-24	2 days
<ul style="list-style-type: none"> <li>• Project Based Learning with Trevor Muir</li> <li>• CGI Math</li> <li>• CORE Phonics Instructional Sequence</li> <li>• Active Intruder Training</li> </ul>	



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
<b>Reading/Language Arts</b>			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
<b>Math</b>			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
<b>Science</b>			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
<b>Social Science</b>			
2021	Yes	Studies Weekly	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>	<b>1</b>

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
<b>Total Out-of-Field Teachers</b>	<b>0</b>	<b>0</b>

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
<b>Total Teaching Positions</b>	<b>26</b>	<b>100</b>	<b>229.7</b>	<b>100</b>	<b>274759.1</b>	<b>100</b>

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
<b>Total Teaching Positions</b>	<b>24.8</b>	<b>100</b>	<b>238.7</b>	<b>100</b>	<b>279044.8</b>	<b>100</b>

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/csl/](http://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 2021-22		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,982	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/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.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.

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

## 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*