

# 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		

## 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, July 18, 2024
School Site Council Members	May 29, 2024, June 3, 2024, July 18, 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% 3rd: ** 4th: 57% 5th: 65%	The expected outcome is a minimum of 15% increase of Proficient Students in each grade level:

	6th: Did not administer (Note K-2nd does not include DLI classes) ** 3rd grade did not administer	
Math Unit Assessments		
CGI Standards-based Math Benchmark Assessments (3 <sup>rd</sup> – 6 <sup>th</sup> ) QUARTERLY		
Writing Performance Task: QUARTERLY (TK-6 <sup>th</sup> )		

## 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)
\$2,500.00 (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)
\$7382 (\$6,000 salary, \$1382 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)
\$10,000.00	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 (\$4872 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 Math Nights	(Hermie has sign in sheet)		
Family Reading Nights	Baseline data		Baseline Year
Family DLI Parent Meetings	(Viviana has sign in sheet)		
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.