School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glassbrook Elementary	01611926000988	04/25/24	6/12/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Glassbrook Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

CSI:

Our site is one of the sites that was identified as CSI. Glassbrook is in CSI for its student groups scoring very low in Chronic Abseneeism, ELA, Math. English Learners are scoring a medium for the English Learner Progress Indicator. All the student groups at Glassbrook have low Suspension Rates.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Glassbrook Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

CSI:
Our site is one of the sites that was identified as CSI. Glassbrook is in CSI for its student groups scoring very low in Chronic Abseneeism, ELA, Math. English Learners are scoring a medium for the English Learner Progress Indicator. All the student groups at Glassbrook have low Suspension Rates.

Glassbrook Elementary developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.

2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.

3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.

4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Glassbrook Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council, composed of principal, parents, teachers, and support staff engaged in ongoing discussion of the goals and progress of the SPSA. With the input of ELAC and SBDM the school site council was able to shift funds to meet the needs of students and develop recommendations for the 2023-2024 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

While steps have been taken to support the academic needs of many students through online platforms, data from COST Meetings, Fastbridge Assessments and CAASPP showed a greater need to support intensive intervention for students reading below grade level, English Learners and students in Special Education. 2022 CAASPP data showed nearly 69.38% of students in grades 3-6 scored Standards Not Met in ELA . Additionally, the California Healthy Kids Survey demonstrated that while 72% of students feel there is a caring adult in school, 58% of students feel safe at school. Glassbrook staff will be focusing on supporting social emotional learning for students. The Science of Reading Professional Development will be extended to all teachers for the 2023-2024 school year to address reading performance and teachers TK-6th grade will be focusing on Mathematical Practices.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Glassbrook has the following students groups in the red for English Learners, on the ELPI and All Students in the Red for Math and ELA.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Glassbrook has maintained suspension for all groups in the Green. Students with Disabilities are in the Orange category, all other students are in the Green.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Glassbrook Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	3.08%	3.38%	4.48%	14	16	21
Asian	5.05%	4.85%	6.40%	23	23	30
Filipino	1.32%	1.05%	1.49%	6	5	7
Hispanic/Latino	83.08%	82.07%	76.76%	378	389	360
Pacific Islander	2.64%	2.74%	3.41%	12	13	16
White	2.42%	3.38%	4.90%	11	16	23
Two or More Races	1.76%	1.48%	1.71%	8	7	8
Not Reported	0.66%	1.05%	0.85%	3	5	
			Total Enrollment	455	474	469

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	57	60	53
Grade 1	66	60	51
Grade 2	68	68	67
Grade3	63	71	64
Grade 4	66	71	72
Grade 5	78	67	68
Grade 6	57	77	70
Total Enrollment	455	474	469

Conclusions based on this data:

1. The data above demonstrates that 82% of our students are Latinx, the next largest group is Asian American 5%.

2. When noticing the number of students there are 16 African Americans and 27 (6 Filipino) Asian students. These families will be the focus for outreach as we attempt to engage families though building relationships.

3. When comparing the number of students who are enrolled in Kindergarten, and the number of students enrolled in 6th grade, we seem to lose an average of 20 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	287	313	322	55.00%	63.1%	68.7%
Fluent English Proficient (FEP)	88	82	59	22.10%	19.3%	12.6%
Reclassified Fluent English Proficient (RFEP)	49	35		6.8%		

Conclusions based on this data:

1. The total number of Multilinguals has increased by 11% in the past 3 years.
2. The ratio between RFEP and FEP has increased in the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	68	61	60	62	58	60	61	58	92.3	91.2	95.1
Grade 4	66	67	73	59	63	66	59	63	66	89.4	94.0	90.4
Grade 5	75	70	71	64	65	67	64	65	67	85.3	92.9	94.4
Grade 6	58	72	66	53	69	60	53	69	60	91.4	95.8	90.9
All Grades	264	277	271	236	259	251	236	258	251	89.4	93.5	92.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2315.	2327.	2319.	3.33	3.28	1.72	8.33	4.92	6.90	3.33	13.11	13.79	85.00	78.69	77.59
Grade 4	2374.	2353.	2362.	8.47	1.59	3.03	8.47	9.52	7.58	18.64	15.87	19.70	64.41	73.02	69.70
Grade 5	2420.	2409.	2384.	9.38	4.62	4.48	7.81	12.31	8.96	21.88	16.92	11.94	60.94	66.15	74.63
Grade 6	2456.	2430.	2416.	3.77	5.80	3.33	15.09	4.35	10.00	37.74	28.99	16.67	43.40	60.87	70.00
All Grades	N/A	N/A	N/A	6.36	3.88	3.19	9.75	7.75	8.37	19.92	18.99	15.54	63.98	69.38	72.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.67	1.64	1.72	36.67	45.90	44.83	61.67	52.46	53.45
Grade 4	1.69	1.61	3.03	45.76	51.61	51.52	52.54	46.77	45.45
Grade 5	7.81	9.23	5.97	54.69	38.46	35.82	37.50	52.31	58.21
Grade 6	1.89	1.45	6.67	49.06	42.03	25.00	49.06	56.52	68.33
All Grades	3.39	3.50	4.38	46.61	44.36	39.44	50.00	52.14	56.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	1.69	1.72	18.33	30.51	25.86	76.67	67.80	72.41
Grade 4	5.08	0.00	3.03	38.98	25.81	30.30	55.93	74.19	66.67
Grade 5	6.35	4.69	7.46	42.86	43.75	31.34	50.79	51.56	61.19
Grade 6	5.66	2.94	1.67	47.17	41.18	28.33	47.17	55.88	70.00
All Grades	5.53	2.37	3.59	36.60	35.57	29.08	57.87	62.06	67.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	4.92	1.72	63.33	60.66	60.34	31.67	34.43	37.93
Grade 4	5.08	0.00	1.52	69.49	66.13	66.67	25.42	33.87	31.82
Grade 5	1.59	6.15	4.48	73.02	53.85	64.18	25.40	40.00	31.34
Grade 6	11.32	4.35	6.67	66.04	69.57	51.67	22.64	26.09	41.67
All Grades	5.53	3.89	3.59	68.09	62.65	60.96	26.38	33.46	35.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.67	1.64	1.72	48.33	47.54	53.45	50.00	50.82	44.83
Grade 4	8.47	3.17	1.52	49.15	55.56	59.09	42.37	41.27	39.39
Grade 5	4.69	7.69	2.99	57.81	47.69	43.28	37.50	44.62	53.73
Grade 6	3.77	5.80	3.33	71.70	55.07	53.33	24.53	39.13	43.33
All Grades	4.66	4.65	2.39	56.36	51.55	52.19	38.98	43.80	45.42

Conclusions based on this data:

1. Overall, 11.63% of Glassbrook students met or exceeded the standards in 2022-2023. In 6th grade, 10.15% of students met, or exceeded the standard while in 3rd grade, 78.69% of students did not meet the standards. The areas in which students are performing below standard are reading with 52.46% of students performing below standard and Writing 67.80% of students performing below standard.

2. In 2019, Glassbrook Elementary School had 61% of its 3rd-6th graders scored At of Near Standard in Listening. In 3rd grade, 63% of students scored At of Near Standard in Listening. In 4th grade, 57% of students scored At of Near Standard. In 5th grade, 61% of students scored At of Near Standard in Listening. In 6th grade, 63% of students scored At of Near Standard in Listening. Another strength is Writing 53% of Glassbrook students scored At or Near Standard in Writing. In 3rd grade 46% of students scored At or Near Standard in Writing. In 4th grade, 51% of students scored At or Near Standard in Writing. In 5th grade, 52% of students scored At or Near Standard in Writing. In 6th grade, 63% of students scored At or Near Standard in Writing.

3. Overall, 48% of our students scored Below Standard in Reading. In 3rd grade, 44% of students scored Below Standard in Reading. In 4th grade, 50% of students scored Below Standard in Reading. In 5th grade, 50% of students scored Below Standard in Reading. In 6th grade, 50% of students scored Below Standard in Reading.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	68	62	63	65	62	63	64	62	96.9	95.6	100
Grade 4	66	67	73	65	62	70	65	62	70	98.5	92.5	95.9
Grade 5	75	70	71	70	66	70	70	66	70	93.3	94.3	98.6
Grade 6	58	72	66	54	70	65	54	70	65	93.1	97.2	98.5
All Grades	264	277	272	252	263	267	252	262	267	95.5	94.9	98.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2309.	2350.	2342.	0.00	1.56	0.00	4.76	1.56	8.06	15.87	23.44	27.42	79.37	73.44	64.52
Grade 4	2382.	2360.	2371.	6.15	0.00	0.00	1.54	1.61	5.71	21.54	20.97	21.43	70.77	77.42	72.86
Grade 5	2406.	2380.	2375.	2.86	1.52	1.43	10.00	3.03	4.29	10.00	12.12	11.43	77.14	83.33	82.86
Grade 6	2429.	2394.	2390.	0.00	1.43	4.62	7.41	4.29	0.00	22.22	11.43	15.38	70.37	82.86	80.00
Grade 11															
All Grades	N/A	N/A	N/A	2.38	1.15	1.50	5.95	2.67	4.49	17.06	16.79	18.73	74.60	79.39	75.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.59	3.13	3.23	20.63	39.06	40.32	77.78	57.81	56.45
Grade 4	6.25	0.00	2.86	25.00	12.90	25.71	68.75	87.10	71.43
Grade 5	1.43	1.52	2.86	34.29	10.61	20.00	64.29	87.88	77.14
Grade 6	1.85	0.00	1.54	27.78	20.29	10.77	70.37	79.71	87.69
Grade 11									
All Grades	2.79	1.15	2.62	27.09	20.69	23.97	70.12	78.16	73.41

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	1.56	1.61	23.81	28.13	29.03	76.19	70.31	69.35
Grade 4	6.15	0.00	0.00	21.54	27.42	25.71	72.31	72.58	74.29
Grade 5	1.43	1.52	1.43	31.43	33.33	24.29	67.14	65.15	74.29
Grade 6	3.70	1.43	3.08	31.48	22.86	13.85	64.81	75.71	83.08
All Grades	2.78	1.15	1.50	26.98	27.86	23.22	70.24	70.99	75.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	1.56	1.61	41.27	57.81	46.77	58.73	40.63	51.61
Grade 4	4.62	3.23	0.00	36.92	41.94	37.14	58.46	54.84	62.86
Grade 5	2.86	1.52	1.43	40.00	40.91	35.71	57.14	57.58	62.86
Grade 6	0.00	0.00	3.08	68.52	38.57	35.38	31.48	61.43	61.54
All Grades	1.98	1.53	1.50	45.63	44.66	38.58	52.38	53.82	59.93

Conclusions based on this data:

1. Overall, 8% of our students are meeting standard or above, while 82.86% of our students performed below standard. In the areas of Communicating and Reasoning, 59.37% of students performed near standard or above. Students in sixth grade are scoring 75.71% in Problem Solving & Modeling/Data Analysis and in Concepts and Procedures 71% students in sixth grade are performing below standard.
2. In 2019, Glassbrook Elementary School had 40% of its 3rd-6th graders scored At or Near Standard in Communicating Reasoning. In 3rd grade,44% of students scored At or Near Standard in Communicating Reasoning. In 4th grade, 39% of students scored At or Near Standard in Communicating Reasoning. In 5th grade, 37%%of students scored At or Near Standard in Communicating Reasoning. In 6th grade, 42% of students scored At or Near Standard in Listening.
3. Overall, 64% of our students scored Below Standard in Concepts and Procedures. In 3rd grade, 52% of students scored Below Standard in Concepts and Procedures. In 4th grade, 74% of students scored Below Standard in Concepts and Procedures. In 5th grade, 60% of students scored Below Standard in Concepts and Procedures. In 6th grade, 66% of students scored Below Standard in Concepts and Procedures.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1334.9	1349.8	1370.8	1347.3	1361.3	1389.2	1305.8	1322.5	1327.7	39	53	53
1	1393.1	1372.3	1381.6	1405.6	1364.7	1388.6	1380.2	1379.5	1374.1	51	43	43
2	1443.4	1427.6	1409.3	1456.7	1434.8	1397.0	1429.6	1419.9	1420.9	56	50	54
3	1458.4	1446.3	1456.1	1461.6	1439.5	1451.0	1454.6	1452.6	1460.7	50	49	48
4	1476.4	1460.6	1470.3	1469.3	1444.4	1467.1	1483.0	1476.2	1472.9	46	49	53
5	1483.9	1478.4	1482.1	1474.8	1468.6	1477.9	1492.5	1487.6	1485.8	44	44	50
6	1513.8	1484.6	1474.3	1518.2	1472.3	1454.2	1508.8	1496.4	1493.8	30	37	41
All Grades										316	325	342

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	1.89	5.66	15.38	15.09	15.09	23.08	20.75	30.19	61.54	62.26	49.06	39	53	53
1	0.00	0.00	4.65	5.88	4.65	6.98	37.25	32.56	16.28	56.86	62.79	72.09	51	43	43
2	5.36	2.00	0.00	26.79	18.00	20.37	37.50	34.00	27.78	30.36	46.00	51.85	56	50	54
3	6.00	4.08	6.25	24.00	18.37	22.92	30.00	38.78	29.17	40.00	38.78	41.67	50	49	48
4	8.70	2.04	5.66	28.26	34.69	26.42	28.26	24.49	32.08	34.78	38.78	35.85	46	49	53
5	13.64	6.82	16.00	25.00	22.73	22.00	29.55	29.55	28.00	31.82	40.91	34.00	44	44	50
6	23.33	10.81	2.44	36.67	27.03	24.39	6.67	21.62	34.15	33.33	40.54	39.02	30	37	41
All Grades	7.28	3.69	5.85	22.47	20.00	19.88	29.11	28.92	28.36	41.14	47.38	45.91	316	325	342

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.56	3.77	18.87	17.95	13.21	11.32	17.95	18.87	22.64	61.54	64.15	47.17	39	53	53
1	5.88	2.33	6.98	17.65	4.65	18.60	29.41	34.88	23.26	47.06	58.14	51.16	51	43	43
2	25.00	6.00	7.41	25.00	24.00	18.52	25.00	38.00	27.78	25.00	32.00	46.30	56	50	54
3	18.00	16.33	18.75	34.00	34.69	31.25	22.00	14.29	12.50	26.00	34.69	37.50	50	49	48
4	21.74	16.33	11.32	34.78	32.65	47.17	15.22	18.37	16.98	28.26	32.65	24.53	46	49	53
5	20.45	18.18	28.00	47.73	34.09	30.00	4.55	15.91	12.00	27.27	31.82	30.00	44	44	50
6	50.00	21.62	4.88	16.67	27.03	39.02	10.00	18.92	21.95	23.33	32.43	34.15	30	37	41
All Grades	19.30	11.69	14.04	28.16	24.31	27.78	18.67	22.77	19.59	33.86	41.23	38.60	316	325	342

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	6.00	3.77	5.66	36.00	33.96	43.40	58.00	62.26	50.94	50	53	53
1	0.00	0.00	4.65	5.66	6.98	4.65	15.09	23.26	11.63	79.25	69.77	79.07	53	43	43
2	6.25	0.00	0.00	22.92	14.00	18.52	25.00	26.00	25.93	45.83	60.00	55.56	48	50	54
3	2.33	2.04	2.08	13.95	4.08	12.50	41.86	44.90	33.33	41.86	48.98	52.08	43	49	48
4	0.00	2.04	3.77	23.81	20.41	11.32	23.81	32.65	30.19	52.38	44.90	54.72	42	49	53
5	6.67	6.82	2.00	10.00	9.09	16.00	60.00	36.36	36.00	23.33	47.73	46.00	30	44	50
6	3.33	2.70	2.44	20.00	13.51	7.32	40.00	29.73	41.46	36.67	54.05	48.78	30	37	41
All Grades	2.22	1.85	2.05	7.59	10.15	11.11	34.81	32.62	31.87	55.38	55.38	54.97	316	325	342

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.13	3.77	15.09	35.90	24.53	41.51	58.97	71.70	43.40	39	53	53
1	3.92	13.95	9.30	52.94	39.53	51.16	43.14	46.51	39.53	51	43	43
2	17.86	12.00	9.26	50.00	60.00	46.30	32.14	28.00	44.44	56	50	54
3	20.00	8.16	12.50	44.00	55.10	43.75	36.00	36.73	43.75	50	49	48
4	30.43	14.29	18.87	41.30	55.10	56.60	28.26	30.61	24.53	46	49	53
5	11.36	13.64	14.00	56.82	61.36	52.00	31.82	25.00	34.00	44	44	50
6	10.00	16.22	9.76	66.67	51.35	48.78	23.33	32.43	41.46	30	37	41
All Grades	14.56	11.38	12.87	49.05	49.23	48.54	36.39	39.38	38.60	316	325	342

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.82	9.43	16.98	25.64	32.08	33.96	61.54	58.49	49.06	39	53	53
1	17.65	0.00	6.98	33.33	32.56	44.19	49.02	67.44	48.84	51	43	43
2	42.86	14.00	9.26	33.93	54.00	50.00	23.21	32.00	40.74	56	50	54
3	38.00	24.49	22.92	32.00	40.82	41.67	30.00	34.69	35.42	50	49	48
4	26.09	18.37	16.98	45.65	46.94	54.72	28.26	34.69	28.30	46	49	53
5	47.73	36.36	38.00	25.00	27.27	36.00	27.27	36.36	26.00	44	44	50
6	66.67	27.03	21.95	20.00	43.24	43.90	13.33	29.73	34.15	30	37	41
All Grades	34.81	18.15	19.01	31.65	39.69	43.57	33.54	42.15	37.43	316	325	342

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	35.90	37.74	49.06	64.10	62.26	50.94	39	53	53
1	0.00	4.65	4.65	19.61	16.28	27.91	80.39	79.07	67.44	51	43	43
2	1.79	2.00	0.00	48.21	36.00	48.15	50.00	62.00	51.85	56	50	54
3	2.00	2.04	0.00	32.00	32.65	29.17	66.00	65.31	70.83	50	49	48
4	2.17	2.04	1.89	41.30	40.82	35.85	56.52	57.14	62.26	46	49	53
5	4.55	4.55	4.00	47.73	38.64	46.00	47.73	56.82	50.00	44	44	50
6	3.33	5.41	2.44	36.67	24.32	24.39	60.00	70.27	73.17	30	37	41
All Grades	1.90	2.77	1.75	37.34	32.92	38.01	60.76	64.31	60.23	316	325	342

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.56	9.43	7.55	30.77	35.85	28.30	66.67	54.72	64.15	39	53	53
1	0.00	0.00	2.33	33.33	46.51	13.95	66.67	53.49	83.72	51	43	43
2	5.36	2.00	5.56	42.86	48.00	38.89	51.79	50.00	55.56	56	50	54
3	0.00	4.08	4.17	52.00	61.22	62.50	48.00	34.69	33.33	50	49	48
4	13.04	12.24	11.32	47.83	46.94	56.60	39.13	40.82	32.08	46	49	53
5	13.64	11.36	14.00	50.00	52.27	46.00	36.36	36.36	40.00	44	44	50
6	13.33	5.41	14.63	53.33	56.76	60.98	33.33	37.84	24.39	30	37	41
All Grades	6.33	6.46	8.48	43.99	49.23	43.86	49.68	44.31	47.66	316	325	342

Conclusions based on this data:

1. Overall 321 students were assessed in the 2018-19 school year. 4% of students assessed performed at Level 4, 35% of students assessed performed at level 3, 32% of students assessed performed at Level 2 and 26% of students assessed performed at Level 1.
2. The majority of students performing at beginning level seem to be struggling in the areas of reading and writing. In reading, 36% of our students scored Beginning in reading and in writing 29% of our students scored Beginning.
3. In the domain of Listening, 60% of students assessed performed at Somewhat/Moderately while 37% of our students scored the same in Speaking.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
469	**85.3%**	**68.7%**	**0.2%**
Total Number of Students enrolled in Glassbrook Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	322	68.7%
Foster Youth	1	0.2%
Homeless	14	3%
Socioeconomically Disadvantaged	400	85.3%
Students with Disabilities	59	12.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	4.5%
American Indian	0	0.0%
Asian	30	6.4%
Filipino	7	1.5%
Hispanic	360	76.8%
Two or More Races	8	1.7%
Pacific Islander	16	3.4%
White	23	4.9%

Conclusions based on this data:

1. The total number of students enrolled at Glassbrook in 2023-2024 were 475, composed of 313 students who are learning English as a second language, 17 homeless students, 377 (79.5%) students who are economically challenged, and 54 students with disabilities.
2. 389 of our students are Latinx. The second larges ethnic population is Asian with 23 students as well as 5 Filipino students and 16 Black students.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Red		
English Learner Progress Yellow		

Conclusions based on this data:

1. Suspension rate has improved. Chronic absenteeism continues to be a challenge, multiple student groups are scoring high in Chronic Absenteesm.
2. Chronic Absenteeism is at orange, this may imply that we need to develop a plan for reaching out to families and finding out the cause.

3. Both Math and ELA are orange, this may imply that we need to take a closer look at the connection between instruction and assessments.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
111.4 points below standard	124.7 points below standard	124.7 points below standard
Declined 9.6 points	Declined 11.8 points	Declined 30.8 points
250 Students	195 Students	15 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	113.1 points below standard
1 Student	4 Students	Declined 7.7 points
		220 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
154.4 points below standard	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 34.8 points	7 Students	
31 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
104.5 points below standard	Fewer than 11 students - data not displayed for privacy	119.6 points below standard
11 Students	3 Students	Declined 18.7 points
		198 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	106.9 points below standard
7 Students	10 Students	14 Students

Conclusions based on this data:

1. Overall, students are performing 87 points below standards while multilingual students are performing at 96 points below standard. Overall there is a need for improvement in English Language Arts. In addition, we need to ensure we have assessments for the Spanish Dual Language Education program.
2. Our school population is mainly Latinx, Economically Challenged and English Language Learners, this sets a challenge for differentiation. The majority of the school is a sub-group.
3. Only 32 students are identified as English Only.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
127 points below standard	137.6 points below standard	180.8 points below standard
Maintained -2.4 points	Declined 5.1 points	Declined 23.6 points
254 Students	199 Students	15 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	127.9 points below standard
1 Student	4 Students	Maintained 1.3 points
		223 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
164.4 points below standard	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained -2.2 points	7 Students	
31 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
109.8 points below standard	Fewer than 11 students - data not displayed for privacy	134.5 points below standard
12 Students	3 Students	Declined 8.9 points
		201 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	111 points below standard
7 Students	10 Students	14 Students

Conclusions based on this data:

1. Overall, students are performing 109 points below standard while multilingual students are performing 115 points below standard. This is another area for which we need to focus on, our students need significant support in Mathematics.
2. Our Reclassified English Learners increased 7 points, while our English Only decreased 4 points. Our students with Disabilities also increased 4.5 points.
3. Although we do not have a performance color for Homeless students, we need to note that we have at least 10 students who are identified as homeless.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
36.7% making progress.	42.9% making progress.
Number Students: 248 Students	Number Students: 14 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
9.3%	54%	0%	36.3%

Conclusions based on this data:

1. 34.6% of students assessed progressed at Least one ELPI level.
2. 15.8% students assessed decreased ELPI Levels.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
26.9% Chronically Absent	24.5% Chronically Absent	6.3% Chronically Absent
Declined 17.8	Declined 15.8	Declined 20.1
506 Students	367 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	27.6% Chronically Absent
2 Students	10 Students	Declined 16.3
		439 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
34.3% Chronically Absent	45% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 26.2	Declined 31.5	1 Student
70 Students	20 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
21.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	27.7% Chronically Absent
Increased 8.7	7 Students	Declined 17.3
33 Students		393 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
38.5% Chronically Absent	25% Chronically Absent	8.7% Chronically Absent
Declined 11.5	Declined 35	Declined 22.9
13 Students	16 Students	23 Students

Conclusions based on this data:

1. Chronic absenteeism is very high across all student groups. Socioeconomically Disadvantaged and Latinx students had Very High absenteeism. Students with Disabilities and Black students have very high rates of Chronic Absenteeism 60.5%% and 76.5% respectively.
2. 60.5% of English Language Learner students were absent 10% or more instructional days while they were enrolled during the 2023-2024 school year.
3. 60.5% of our students with Disabilities were absent 10% or more instructional days while they were enrolled during the 2023-2024 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	No Performance Color
3.1% suspended at least one day	2.1% suspended at least one day	0% suspended at least one day
Increased 2.5%	Increased 2.1%	Maintained 0%
524 Students	375 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	8.3% suspended at least one day	3.1% suspended at least one day
5 Students	Increased 3.3%	Increased 2.4%
	12 Students	452 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
2.8% suspended at least one day	9.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.5%	Increased 9.1%	1 Student
71 Students	22 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.7% suspended at least one day
Maintained 0%	7 Students	Increased 2%
34 Students		406 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
15.4% suspended at least one day	5.6% suspended at least one day	0% suspended at least one day
Increased 15.4%	Increased 5.6%	Maintained 0%
13 Students	18 Students	23 Students

Conclusions based on this data:

1. While Glassbrook staff prefers to use Restorative Practices to redirect student behavior, 0.6% of the 537 students were suspended.
2. In analyzing sub groups, our Latino population (representing 436 students) has been suspended at the highest rate across all student groups. This is equivalent to suspension rates for socioeconomically disadvantaged students. Students with disabiities, however, remains the highest suspended group at 1.3%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy
Deeper Learning -- All Glassbrook students will receive literacy instruction tailored to their specific literacy needs through an equity lens, as measured on State (CAASPP ELA) and Fastbridge local assessment. Overall student performance will increase performance on CAASPP ELA by 5% and Fastbridge by 5%.

In addition to English language arts, students at Glassbrook Elementary will increase proficiency in their program's target language (Spanish) by 5% as measured by the local STAR Reading Spanish (1st-6th) assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in ELA All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2022--2023 CAASPP results indicated that 11.63% of students met or exceeded standards. In reading, 43.48% were at or near standard while in writing, 44.12% of students assessed scored at or near standard.
Our local assessment, Fountas and Pinnell, shows that since the administration in May 2022, Glassbrook students who exceeded expectations have grown from 5% to 14.2%. However, our data continues to show that 70% of our students are not meeting their grade-level expectations. The overall student population at our school will increase progress in each area (Approaches, Meets, Exceeds) on the CAASPP during the 24-25 school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	16% of students met or exceeded overall standards 20% of students nearly met standard	The overall student population at Glassbrook will increase progress toward each area (Approaches, Meets, Exceeds) per the CAASPP by 5% by the end of the 24-25 school year.
Fastbridge	23% of students met or exceeded expectations 12% of students approaches expectations	As measured by pre- and post-assessments, the overall student population at Glassbrook will increase progress in reading per local

		assessment Fastbridge by 5% in each area by the end of the 24-25 school year.
STAR Reading (Spanish)	N/A	As measured by pre- and post-assessments, the overall student population at Glassbrook will increase progress in reading per local assessment STAR/Fastbridge by 5% in each area by the end of the 24-25 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Glassbrook staff is prepared to align with districtwide efforts to address students' unfinished literacy learning through professional development focused on the interconnected "strands" of reading in Dr. Hollis Scarborough's Reading Rope (2001). Emphasis will be placed on the complementarity of these strands in literacy-rich environments to cultivate a culture of skilled readers in our K-6 classrooms. A handful of Glassbrook teachers have already been trained in SIPPS, a foundational reading skills program in English. Trained teachers are currently implementing the program in after-school academic intervention settings, allowing them to build their efficacy with curriculum materials in smaller environments. The program offers systematic phonological awareness, decoding, and sight recognition skills and, thus, more precision in determining the unfinished learning needs of students, particularly those in our 4th - 6th classrooms who are several years below their grade level in reading. Because SIPPS is available only in English, the Estrellitas program will be our curricular equivalent in all bilingual classrooms. This Spanish reading program provides multisensory instruction in phonemic awareness, phonics, and fluency. As foundational reading programs that will help address the unfinished learning needs of our TK-6 students, support focused on the understanding of language and meaning-making strategies like background knowledge, vocabulary development, language structures, and verbal reasoning (all part of the "higher strands" of Scarborough's rope) will be met by professional learning development opportunities with CORE Learning as well as tapping into our existing teacher knowledge base through peer observation and collaborative planning sessions. All	Glassbrook's focus students include significant subgroups of Afghan students, Black students, Hispanic/Latinx students, Special Education students, foster youth, multilingual students, and socio-economically disadvantaged students.	2,300 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Staff Development: 6 hours of SIPPS training for 7 Certificated Teachers at 53.50 p/hour (Benefits included) 3,250.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries 10 Substitute Teachers for Peer Observations among Teachers (325 with benefits) 13,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Estrellitas Curriculum Materials ($3K) / $800 TK 3,200 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Estrellitas Training (Primary)

	Measures: SIPPS Pre and Post-Assessment Data Fastbridge Pre and Post-Assessment Data STAR Reading (Spanish) Pre and Post-Assessment Data CAASPP ELA Scores Materials: SIPPS Materials / Training Estrellitas Materials / Training CORE Learning: On-Site Professional Development Staff: School Leadership Instructional Leadership Team ELL Specialist Vendors: Estrellitas CORE Learning SIPPS		
1.2	A paraeducator will support bilingual classrooms with small-group instruction, enhancing instruction using Estrellita's instructional materials and existing curricular resources. Measures: STAR Reading (Spanish) Pre and Post-Assessment Data Staff: Paraeducator School Leadership ELL Specialist	Multilingual students in Bilingual Classrooms	10,472 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Bilingual Paraeducator (A.M.M.) 29800 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Bilingual Paraeducator (A.M.M. @ .75)
1.3	Identified students requiring intense intervention will receive targeted instruction by a trained paraeducator in Leveled Literacy Intervention (LLI) and Haggerty Phonemic Awareness Systems. Measures: Fastbridge Pre and Post-Assessment Data Staff: Teachers Paraeducators School Leaders	Below Grade Level Readers	None Specified None Specified Laleska Suarez (District Office) None Specified
1.4	A Library Media Technician will be funded at .6 FTE to provide all classrooms with library access and technology and promote meaningful literacy activities schoolwide. Measures: Book Circulation Records Pre and Post Student Surveys	All Students	53,000 Title I 2000-2999: Classified Personnel Salaries Library Media Tech

	Staff: School Leader Library Media Technician		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Unforseen circumstances involving the loss of leadership for the 2023-2024 SPSA and the cancellation of the school's yearlong contract with the consultant hired to coordinate this goal disrupted progress on the PLC and PBL work central to this goal. Differentiated reading groups supported by trained paraeducators, however, remained consistent throughout the year and the addition of a Library Media Technician as described in Activity 4 contributed positively to a schoolwide culture of reading.

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

All personnel identified in the activities related to this goal actively participated, to the extent possible, in the implementation of stated activities with the exception of a .25 Reading Coach.

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 2024-2025 SPSA includes forms of expert support that are readily available. This includes online communities of educators and resources (e.g., SIPPS Training / Materials and Estrellitas), district supported assessments for closer alignment with the district's efforts toward literacy for all. Identified curriculums moreover will yield more accurate data for easier and more precise identification of students' unmet learning needs in language arts.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics
Deeper Learning -- Mathematics: All students will receive mathematics instruction tailored to their needs through an equity lens, as measured on CAASPP Math for grades 3-6 and local Benchmark Assessments for K-2.
The overall student population will increase performance on CAASPP Math by 5% in Standard Met or Exceeded.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Results from the 2022-2023 CAASPP indicated that overall 2.67% of 3rd-6th grade students met or exceeded standards in Mathematics. In Concepts and Procedures, 20.29% of students scored at or near standard, with over 79% not meeting standards. In Communicating Reasoning, 38.57% of students scored at or near standard, a decline from the past, when 46% scored at or near standard. Particular attention must be paid to the school's English Learner population. Over 80% of the EL population did not meet the standards in Grades 3 and 4, and over 90% did not meet the standards in Grades 5 and 6.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (3rd-6th)	Overall, 2.67% of Glassbrook students exceed or meet the standard.	The overall percentage of students who meet or exceed the standard will increase by 5%, to 7.67% of students meeting or exceeding standards in Math.
Benchmark Assessment (K-2)	Not available	The overall percentage of students who meet or exceed the standard on the Benchmark Assessment for Grades K-2 in its first year of administration will be 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Math talks are a high-equity routine. They promote number sense and conceptual understanding, active listening and communication skills, embrace multiple strategies, support math reasoning, build confidence, celebrate rough draft thinking/growth mindset, and offer space for all learners to succeed. Teachers across all grade levels will engage students in facilitated math talks two to three times weekly. Each math talk will last for five to ten minutes. Math talks will be conducted at any time of the day and will not necessarily be done during the math block. Teachers are encouraged to use math talks during transition times, such as the 10 minutes before recess or lunchtime. Teachers will use one style of math talk for 1-2 months. This will allow teachers and students to hone their math reasoning and communication skills. By sticking to one type of math talk for an extended period of time, students will develop stronger language skills and strengthen their conceptual understanding of big math ideas. Subject matter experts (site staff, district staff, and/or hired consultants) will introduce a new style of math talk at least every other month. Staff will engage with the math talk as a learner before working collaboratively to plan several math talks in their classrooms. These activities can happen during staff meetings and/or site minimum days. Staff will then use their pre-planned math talks within their classroom, collecting anecdotal evidence of the impact on student learning, student confidence, and/or teacher learning. Teachers will be invited to talk about their experiences and continue to plan additional math talks during their weekly collaboration. After 1-2 months, staff will receive another training to learn another math talk style. They will go through the same process to familiarize themselves as learners, plan and practice math talks with their students, and be invited to reflect on their experiences during their weekly collaboration. The math talks during the year's first half will address the CAASPP Math substandard of "Communicating Reasoning." 1. Same but different, which will support math concepts and language development 2. Which one doesn't belong, which is an expanded form of the same but different	All students	10,000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Release Time for Data Talks 1921.00 Title I 4000-4999: Books And Supplies Math Talk Books

	3. Notice & wonder, which supports student agency by asking them to develop mathematical questions and notice the math surrounding them in the world In the spring, teachers will come back together for professional development around classroom culture and math talks—they are not just "letting kids talk during math," nor are there times for students to solve and share. Measurable Outcomes: Numbers of students participating in math talks Academic language being spoken or written during the math block Academic language being spoken or written at other times during the day Variety and effective use of vocabulary emphasized Improved procedural fluency and flexibility Improved conceptual understanding of number and numerical relationships Staff: Teachers School Leaders District Leaders Instructional Leadership Team Hired Consultants Resources: Sherry Parrish Number Talks book Math Talk Article(s) 15 Benefits of Math Talks Silicon Valley Math Initiative Professional Development Math Manipulatives		
2.2			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Unforeseen circumstances involving the loss of leadership and late submission of the 2023-2024 SPSA constrained progress on the intended Professional Development and Weekly Coaching aspects outlined in this goal.

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

Teachers who expressed interest in or had experience building Thinking Classrooms and implementing Math Talks as a central strategy functioned as a task force focused on this content area. This sparked interest among teachers to

continue building on this momentum for the upcoming academic year. Proposed expenditures tied to this goal were left unused, given that this work occurred during regular teacher collaboration hours with the district's Math Coach.

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 SPSA intends to utilize internal resources by having teachers and district personnel who are effectively implementing the Math Talk strategy to share their practice and successes through a series of systematic Professional Development events throughout the year. Together with a library of books on the subject, a sense of ownership and pride among staff, enhanced collaboration. and a sense of ownership, is anticipated.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development
Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard by 16%. Only 34.6% of students, representing a 12% decline from 2022 Summative ELPAC results, moved up at least one level. Glassbrook will increase this number to 50% through strategic targeting of specialized instruction most specifically for our level 1's and 2's. This will raise the overall number of students with improved English proficiency given the number of students at Level 1 or 2.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrating growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the English Learner Progress Indicator (ELPI), 34.6% of ELs progressed at least one level in their overall English language proficiency. Another 49.6% of students' growth in English remained stagnant while for 15.8% of EL's, English proficiency decreased. Overall, gains made prior to the pandemic are declining.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Approximately 34.6% of students progressed at least one level on the Summative ELPAC.	50% of students will progress at least one level on the Summative ELPAC.
Reclassification Rate	3.69% of students meet a level 4 proficiency level on the Summative ELPAC.	10% of students will meet a level 4 proficiency on the Summative ELPAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	We need to build a common understanding of our collective efforts toward English Language Development and ensure coherence in instructional strategies across all ELD levels and curriculums. Professional Development by the school's onsite ELL Specialist at the start of the academic year will support a big picture perspective of the district's Master Plan for Multilingual Learners and an understanding of the design and expectations in every domain of the ELPAC for improved clarity and precision in addressing target skills. Already, the district provides Speech and Language Protocols for the 15 days of instruction. Teacher efficacy in these and other research based strategies for each of the domains will be supported by ongoing professional development opportunities led by the school's ELL specialist. Data dives and teacher input at the end of the Fall and Spring in Staff Development meetings will inform these efforts and provide the information needed to readjust, refocus, and regroup students if necessary. Measures: ELPAC Assessment Reclassification Rates Staff: School Leadership ELL Specialist ELD Teachers Paraprofessional Educators	Multilingual Students	10,000 LCFF Supplemental and Concentration Funds Data Talks (Teacher Release Time)

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Unfortunately, the expected outcomes for this goal were not met. Notably, students' performance on the ELPAC decreased this year, despite the implementation of daily, designated ELD instruction across the school. Furthermore, due to leadership disruptions at the school site, there was a lack of coordination necessary for effective teacher collaboration on thematic units and the articulation of a skills matrix to categorize skills by level and grade.

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

The intended implementation for this goal and related expenditures did not take place. Late submission and approval of the SPSA as well as absence of leadership impeded the timely receipt of funds needed to coordinate and implement this work.

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 need for a clarity on instructional targets and corresponding best practices in the area of ELD remains a pertinent issue at Glassbrook. Activity 3.1 is designed with this purpose in mind. It calls for a systematic and focused approach on learning, supporting, monitoring, and enforcing a common understanding of differentiated instruction in ELD and corresponding best practices at critical points throughout the year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts
Deeper Learning -- Visual and Performing Arts: During the instructional day, students will have opportunities to engage in invigorating, sensory-stimulating, and meaningful hands-on, creative activities and projects across the curriculum to encourage the discovery of their natural talents and passions and create an inviting, dynamic aesthetic atmosphere inside and outside the classroom.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: The Hayward Unified School District continues implementing its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students equitable access to VAPA programming at all school sites. The district has particularly emphasized expanding its instrumental and music programs for students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Nearly 80% of students at Glassbrook are economically disadvantaged, limiting their experiences with the visual and performing arts outside of the already restricted exposure they receive in school. Launching a committee for dance, music, theatre, and improved visual and media arts using Prop 28 funds is needed for developing a 3 year plan that invigorates the arts school wide.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Surveys	N/A	A pre and post survey will demonstrate the ways in which VAPA activities enhanced student life at Glassbrook.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Promote arts integration throughout the curriculum by improving access to materials and supplies.	All students	20,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Art Supplies
4.2	Strengthen curricular connections between classrooms and art / music instruction through public presentations at schoolwide assemblies.	All students	Assemblies (Prop 28)

4.3	Promote VAPA related study trips across all grade levels	All students	Field Trips (Prop 28)
4.4	In addition to the activities listed above, we will be using the 2024-2025 school year to plan for Proposition 28 allocations.	All Students	Prop 28

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Due to disruptions in school leadership and delays in the allocation of funds, the implementation of integrated units with a focus on visual and performing arts, including a schoolwide production, was not realized this year. Accordingly, no expenditures were dedicated to these initiatives.

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

The intended implementation of the strategies and activities outlined in this goal, as well as the associated budgeted expenditures, did not materialize due to disruptions in school leadership and the delayed availability of funds

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.

Careful and strategic planning for Proposition 28 funds, coupled with the consistent presence of a dedicated art teacher at our school, will facilitate the formation of a Proposition 28 committee. This committee is charged with enhancing the integration of visual and performing arts with academic content. It aims to systematically program opportunities for artistic presentations throughout the year, thereby ensuring ongoing exposure to the transformative power of art for our student population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- School Climate and Social Emotional Learning
Relationship-Centered Schools—School Climate and Social-Emotional Learning (SEL): Through schoolwide rituals, routines, and procedures, behavioral and emotional health referrals will decrease by 15%, enabling students to cultivate a restorative mindset that encourages repair, skillful communication, and connection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): Given that X of referrals are for behavioral or emotional health, the need for coherent schoolwide expectations and practices informed by restorative justice principles has been identified as a key element to improving the campus climate. There has been ongoing work on a Student / Parent handbook that needs to be finalized, launched, supported, and monitored throughout the school year. This work must be accompanied by a year-long process of Mission & Vision building centered around a set of core values to guide the work of students, staff, and community for a safer, more inclusive environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-Wide Surveys	N/A	Create, disseminate, and support the participation of students, staff, and community members in school wide surveys related to building a school wide Mission & Vision.
CA Healthy Kids Survey	63% participation in CHKS Survey, 70% of whom report a sense of belonging at school.	95% participation in CHKS Survey with 80% of students reporting a sense of belonging at school.
COST Referral Data	81% amount of referrals for behavior or emotional help.	Decrease the amount of referrals by 15%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.2	Finalize a Student / Parent Handbook to launch the 2024-2025 school year.	All Students	3600 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Teacher Pay for Handbook (3 teachers @ 20 hours ea.)
5.3	Create, disseminate, and support the participation of students, staff, and community members in school-wide forums including surveys throughout the process of Mission & Vision building.	All Students	1400 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Teacher Pay for Mission and Vision Building
5.4	Professional Development for all staff members on anti-bullying Solutions Teams training and Restorative Justice practices throughout the year to build a common understanding of restorative approaches toward student behavior in and outside the classroom.		Student Services
5.5	Celebrate and improve awareness of diverse identities through monthly heritage celebrations.		VAPA Prop 28
5.6	Playworks for structured recess		20,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The contract with the consultant, who was integral to this initiative, was unexpectedly canceled following preliminary efforts to establish common rituals and routines across grade levels. Despite this setback, the school maintained a robust COST team that convened regularly, featuring systematic check-ins and a more coordinated approach to communication among staff concerned with student welfare. The availability of extracurricular activities or enrichment options, however, remained limited.

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

Due to the disruption mentioned above and delays in the allocation of funds and stable leadership, the implementation of said goals were not fully realized this year. Accordingly, no expenditures were dedicated to these initiatives.

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 concerted effort to foster community building through the collective formulation of a vision and mission statement is essential to clarify the values that underpin and guide relationships, thereby strengthening the school climate. This clarity will support social-emotional learning (SEL) initiatives and ensure coherence throughout the school. Such an approach ensures that these values are not merely implied but are explicitly stated in the Student/Parent Handbooks. These handbooks will clearly articulate the values that are taught, practiced, and reinforced within our school community. Additionally, leveraging district resources will enhance the alignment between our school's and the district's vision for safe and meaningful school interactions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement
Relationship-Centered Schools -- Parent Engagement: Glassbrook elementary will increase the number of family / parent engagement opportunities and programs to build capacity, strengthen partnerships, and improve communication.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation Sign-Ins	N/A	At least one parent per class per event
Post event surveys	N/A	Post event surveys

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Provide parent education workshops on identified topics of interest such as adolescent mental health, nutrition, parenting, anti-bullying, and ESL for adults.	All Students	4000.00 Title I 5000-5999: Services And Other Operating Expenditures Vendors
6.2	Subsidize cost of fingerprinting for interested volunteers.	All Students	1,000 Title I 5000-5999: Services And Other Operating Expenditures Fingerprinting Costs 605 Title 1: Parent Allocation Fingerprinting Costs
6.3	Provide opportunities for parents involved in advisory bodies opportunities to be trained for full participation.	All Students	District: SBDM, SSC, ELAC, ASAAI

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Thanks to the dedication of a full-time staff member focused on fostering community relationships with parents, parent participation in school activities such as the monthly Coffee with the Principal, Movie Night, and the Multicultural Festival has surpassed the anticipated 10% increase. While we did not succeed in forming a team of parent leaders with representation from across classrooms, there is a burgeoning community of parents, many of whom are new to the school. These parents have shown consistent involvement and are keen to collaborate with more established parent leaders to support the school and develop leadership for strengthening family relationships.

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

Not all allocated funds were utilized to support parent involvement by subsidizing the cost of fingerprinting required for formal volunteer clearance.

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.

Owing to this year’s achievements in the area of Parent Engagement, we have successfully identified themes that resonate with their needs and interests. Consequently, we aim to bolster interest in educational outreach initiatives designed to attract more parents to the school, including the provision of adult ESL classes on site. Moreover, recognizing the leadership potential among newer members of our active parent group, we intend to capitalize on opportunities for leadership development offered by the district. This will enhance informed decision-making within school committees and further empower our parent leaders.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism
Relationship-Centered Schools -- Attendance and Chronic Absenteeism:

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Relationship-Centered Schools - Attendance and chronic absenteeism: Glassbrook will decrease chronic absenteeism by 10% in the 24-25 school year.

While chronic absenteeism declined by 16.4% from 2022-2023, it persists at 44.7% for the entire school population.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	Chronic Absenteeism Rate: 44.7% for all students	Chronic Absenteeism Rate: 35% for all students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Develop a schoolwide campaign to raise students' and families' awareness of the school's absence policies, communication methods, and incentives for improved attendance through monthly public recognition.	Students who have missed 70% or more of the academic school year	4,000 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The achievement of this goal was notably hindered by the absence of the site's attendance clerk until mid-Spring and disruptions in school leadership. While no team was established to specifically address attendance through targeted and structured initiatives, there was nonetheless an improvement in overall attendance, marked by a 16.4% decrease in chronic absenteeism.

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

No expenditures were dedicated to this initiative.

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 intentional focus on an informational campaign dedicated to raising awareness of state regulations concerning school attendance has been identified as a critical need among families experiencing chronic absenteeism. Often, families are unaware of the legal requirements governing their children's attendance or the resources available during challenges such as family emergencies, childcare issues, or extended absences from the country. To address this, the dissemination of pertinent information is being enhanced through improved communication channels, including a monthly newsletter, the school website, and a dedicated email for reporting student attendance.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$87,648
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$191,548.00
Total Federal Funds Provided to the School from the LEA for CSI	$86,319.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$86,000.00
Title I	$59,921.00

Subtotal of additional federal funds included for this school: $145,921.00

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 ($)
LCFF Supplemental and Concentration Funds	$45,022.00
Title 1: Parent Allocation	$605.00

Subtotal of state or local funds included for this school: $45,627.00

Total of federal, state, and/or local funds for this school: $191,548.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	45,022.00	45,022.00
Title I	59,921.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	86,000.00
LCFF Supplemental and Concentration Funds	45,022.00
Title 1: Parent Allocation	605.00
Title I	59,921.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
1000-1999: Certificated Personnel Salaries	18,250.00
2000-2999: Classified Personnel Salaries	93,272.00
4000-4999: Books And Supplies	58,921.00
5000-5999: Services And Other Operating Expenditures	10,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	29,800.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	53,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	3,200.00
	LCFF Supplemental and Concentration Funds	10,000.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	18,250.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	10,472.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	2,300.00
	Title 1: Parent Allocation	605.00
2000-2999: Classified Personnel Salaries	Title I	53,000.00
4000-4999: Books And Supplies	Title I	1,921.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	115,022.00
Goal 2	11,921.00
Goal 3	10,000.00
Goal 4	20,000.00
Goal 5	25,000.00
Goal 6	5,605.00
Goal 7	4,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Edith Ochoa	Parent or Community Member
Jonathan Delgado	Parent or Community Member
Elida Wences	Parent or Community Member
Maria del Socorro Castañeda	Parent or Community Member
Maria Del Carmen Camilo Pablo	Parent or Community Member
Miriam Cerda	Classroom Teacher
Denine Jones	Classroom Teacher
Michele Mason	Classroom Teacher
Adriana Rivas	Other School Staff
Dr. Laura Galicia	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 05/25/24.

Attested:

	Principal, Laura Galicia on 05/15/24
	SSC Chairperson, Johnathan Delgado on 05/15/24