



GLEN CITY ELEMENTARY SCHOOL

GLOBAL STEAM² ACADEMY

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

Julie Bergman, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2023-24 ACTIVITY PUBLISHED IN 2024-25

Principal's Message

Dear Glen City Global STEAM² Academy Families,
Welcome to another exciting year at the Glen City Global STEAM² Academy. We are thankful to have new and returning families as part of our school community. Our STEAM² academy focus allows our students to experience educational opportunities built around science, technology, engineering, arts and mathematics in addition to our traditional curriculum.

Additionally we offer a Dual Language (DLI) Immersion program. This opportunity creates bilingual, biliterate scholars who achieve in two languages and are socioculturally competent. This program runs parallel with our STEAM academy ensuring Glen City students are ready for success.

The dedicated faculty and staff at Glen City work together to ensure our students learn and thrive academically, socially and emotionally.

We value the relationship between our school community and families. We believe the open communication is a key to success. We encourage you to stay connected via our school website, social media and Parent Square app to learn more about all of the events and activities offered at Glen City.

Welcome to Glen City Global STEAM² Academy, where we plant seeds of curiosity and possibility in every scholar.

District & School Description

Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2023-24 school year, the District served 4,808 students in grades TK-12. The demographic composition of the student body included 18.1% students identified with a disability, 31.1% qualifying for English learner support, 80.7% enrolled in the Free or Reduced Price Meal program, 1.2% migrant, 0.1% foster youth, and 7.2% homeless youth.

District Vision & Mission

Vision:

Committed to serving every student every day.

Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

School Vision & Motto

Vision:

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

**Student Enrollment by
Student Group and Grade Level
2023-24**

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.3%	TK	48
Male	49.7%	Kinder	103
Non-Binary	0.0%	Grade 1	96
American Indian or Alaskan Native	0.0%	Grade 2	94
Asian	0.3%	Grade 3	74
Black or African American	0.3%	Grade 4	82
Filipino	0.0%	Grade 5	90
Hispanic or Latino	94.9%	Grade 6	105
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	0.4%		
White	3.9%		
English Learners	47.4%		
Foster Youth	0.1%		
Homeless	9.7%		
Migrant	2.0%		
Socioeconomically Disadvantaged	82.8%		
Students with Disabilities	18.2%		
		Total Enrollment	692

Santa Paula Unified School District

201 S. Steckel Drive
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www.santapaulaunified.org

Board of Trustees

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2024.

Motto:

Planting seeds of curiosity and possibility in every scholar!

Glen City Elementary School

During the 2023-24 school year, Glen City Elementary served 692 students in grades TK-6. Student enrollment included 47.4% qualifying for English learner support, 18.2% students identified with a disability, 82.8% enrolled in the Free or Reduced Price Meal program, 2% migrant, 0.1% foster youth, and 9.7% homeless youth.

Local Control

Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

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

Parent Involvement

Parents are encouraged to become active participants in their child's education. Parents can become involved by volunteering in the classroom, participating in a decision-making committee, or simply attending school events.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities
School Events Setup

Committees

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

School Activities

Back to School Night
Band Performances
Book Fair

Campus Cleanup Day
Chinese New Year's Festival
Coffee Chats with the Principal
Día de los Muertos Cultural Night
Dr. Seuss Night
End of Year Carnival
Family Lunch Days
Family Math Night
Field Day
Holiday Performances
Jog-A-Thon
Multicultural Festival
Parent Conferences
Red Ribbon Week
Student Recognition Assemblies
Talent Show
Turkey Trot

School News

Parents stay informed about upcoming events and school activities through the school website, our school marquee, Instagram, flyers, monthly coffee chat, weekly updates and ParentSquare. Contact the principal or the school office at (805) 933-8850 for more information on how to become involved in your child's education.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	GCES		SPUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	15.22	21.59	14.59	15.95	30.29	30.73

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2023-24

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	89	89	100.00%	0.00%	22.47%
Female	42	42	100.00%	0.00%	19.05%
Male	47	47	100.00%	0.00%	25.53%
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	88	88	100.00%	0.00%	22.73%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	28	28	100.00%	0.00%	3.57%
Foster Youth					
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.00%	0.00%	16.95%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2023-24**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	354	353	99.72%	0.28%	31.73%	354	353	99.72%	0.28%	24.65%
Female	183	183	100.00%	0.00%	34.97%	183	183	100.00%	0.00%	21.31%
Male	171	170	99.42%	0.58%	28.24%	171	170	99.42%	0.58%	28.24%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	347	346	99.71%	0.29%	31.79%	347	346	99.71%	0.29%	24.28%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	131	130	99.24%	0.76%	14.62%	131	130	99.24%	0.76%	14.62%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	33	33	100.00%	0.00%	21.21%	33	33	100.00%	0.00%	15.15%
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	256	255	99.61%	0.39%	27.06%	256	255	99.61%	0.39%	21.57%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	63	62	98.41%	1.59%	4.84%	63	62	98.41%	1.59%	8.06%

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11**

Percentage of Students Meeting or Exceeding the State Standards

	GCES		SPUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	33	32	29	34	46	47
Mathematics	24	25	18	20	34	35

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

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

California Physical Fitness Test Results

2023-24

% of Students Tested

	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Glen City Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

Student Achievement

District Benchmark Assessments

Santa Paula Unified School District utilizes districtwide diagnostic assessments that are aligned to the Common Core State Standards. These assessments are used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

School Facilities & Safety

Glen City Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1955; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The following campus repair or improvement projects were planned (or completed) for the school site:

2023-24 Campus Improvements:

- HVAC installation in nine classrooms & the magnet building
- Striping modifications
- Soundproofing in room 16

2024-25 Planned Campus Improvements:

- Flooring replacement in rooms K2, K3 and staff restrooms

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian, and two afternoon/evening (one full-time and one part-time) custodians are assigned to Glen City Elementary. The day/afternoon custodians are responsible for:

- Lunch area setup and cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

Campus Description	
Year Built	1955
	Quantity
# of Permanent Classrooms	18
# of Portable Classrooms	13
# of Restrooms (student use)	3 sets
Speech Room	1
Multipurpose Room/Cafeteria	1
Playground	1
Literacy Center	1
Counseling Office	2
Speech Room	1
Literacy Center	1
Occupational Therapy Room	1
STEAM Lab	1
Wellness Center	1

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: November 1, 2024	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

- Classroom cleaning
- Kitchen cleaning
- Restroom cleaning

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

School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Glen City Elementary School took place on November 1, 2024. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2024-25 school year, 100% of restrooms were fully operational and available to students at the time of inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Glen City Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in Fall 2024.

Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and teachers are strategically assigned to designated entrance areas and the playground to provide supervision. Campus supervisors monitors student activity while at breakfast in the cafeteria. During recess teachers monitor playground activity. Campus supervisors monitor lunch time activity while students are in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, and teachers monitor student dismissal to ensure a safe and orderly departure.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office and provide their state-issued ID which is run through the Verkada system. They are then provided with a visitor's badge to wear at all times and are expected to check out upon leaving the school campus.

Classroom Environment

Student Recognition Programs

Glen City School believes in recognizing and celebrating students for following our Grizzly positive behavior, and ribbons, prizes, and other awards are given to students at assemblies and special presentations throughout the school year. Students can earn Grizzly bucks for being safe, respectful and responsible. These Grizzly bucks can be used at the Grizzly store.

Grizzly Growl:

- Grow & Learn
- Respect Everyone & Everything
- Own Our Actions
- Work Together to Succeed
- Lead by Example

Class Size Distribution

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	726	715	128	17.90%
Female	360	354	66	18.60%
Male	366	361	62	17.20%
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American	--	--	--	--
Filipino				
Hispanic or Latino	688	679	122	18%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	28	28	4	14.30%
English Learners	348	345	57	16.50%
Foster Youth	--	--	--	--
Homeless	73	73	16	21.90%
Socioeconomically Disadvantaged	625	618	109	17.60%
Students Receiving Migrant Education Services	17	17	1	5.90%
Students with Disabilities	133	132	31	23.50%

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

Suspensions and Expulsions

	GCES			SPUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	0.68%	1.28%	2.75%	3.17%	4.99%	4.58%	4.52%	3.60%	N/A
Expulsions	0.00%	0.00%	0.00%	0.07%	0.12%	0.06%	0.21%	0.08%	N/A

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

Average Class Size and Class Size Distribution

Grade Level	2021-22			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		6	
1	22.0		3	
2	21.0	2	1	
3	23.0		3	
4	21.0	1	3	
5	23.0	1	3	
Grade Level	2022-23			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0		6	
1	22.0		4	
2	23.0		3	
3	24.0		3	
4	26.0		3	
5	24.0	1	3	
Grade Level	2023-24			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	3	2	
1	23.0		4	
2	23.0		4	
3	24.0		3	
4	25.0		3	
5	23.0	1	3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Discipline & Climate for Learning

Students at Glen City Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's progressive discipline philosophy promotes a safe school, a warm and friendly classroom environment.

The goal of Glen City Elementary School's staff is to provide students with opportunities to learn self-discipline through a system of consistent rewards and positive praise for their behavior. Parents and students are informed of behavior expectations at the beginning of each school year when they sign Glen City Elementary School's "Family-School Compact". Glen City's staff is focused on establishing relationships with students and families to support academic and behavior needs.

Teachers lead a 20 minute advisory period each day for social emotional learning (SEL) activities, safety, behavior and anti-bullying. A kindness campaign and kindness club are also activities that are held at the school to support positive behavior.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Glen City Elementary School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Suspensions & Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.75%	0.00%
Female	1.11%	0.00%
Male	4.37%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.33%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	7.14%	0.00%
English Learners	2.59%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.11%	0.00%
Socioeconomically Disadvantaged	2.88%	0.00%
Students Receiving Migrant Education Services	11.76%	0.00%
Students with Disabilities	5.26%	0.00%

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

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.

During the 2022-23, 2023-24, and 2024-25 school years, Santa Paula Unified School District provided the following staff development training:

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

2022-23	0 days
<ul style="list-style-type: none"> CORE Learning - Literacy Services CGI Math - Teacher Learning Center Report Card Entry Training for Q EL Shadowing 	
2023-24	2 days
<ul style="list-style-type: none"> Project Based Learning with Trevor Muir CGI Math CORE Phonics Instructional Sequence Active Intruder Training 	
2024-25	2 days
<ul style="list-style-type: none"> CGI Math Priority Standards and Standards Maps Benchmark Assessments and Performance Matters CAASPP Testing Textbook Standards Alignment 	

During the 2023-24 school year, Glen City Elementary provided site-based staff development after school. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- Biliteracy Training
- Data Analysis
- CGI - Math
- Core Literacy Training (Reading/Phonics)

- Dual Language Immersion (DLI)
- K-2 Literacy Initiative
- P3CC
- Project-Based Learning

Santa Paula Unified School District supports new teachers in developing their teaching skills and earning a Professional Clear Teaching Credential. The district's New Teacher Induction Consortium, formerly known as the Beginning Teacher Support and Assessment (BTSA) program, is designed for first- and second-year teachers to receive structured guidance and support from experienced teachers over a two-year period.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Office of Education. Special education staff participate in local and county sponsored professional training activities throughout the school year. Classified support staff may receive additional job-related training from the county office of education. All classified staff participate in county- and district-sponsored training sessions addressing sexual harassment, sexual molestation, and ergonomics.

Instructional Materials

All textbooks used in the core curriculum throughout Santa Paula Unified School District are currently being aligned to the California State Standards. Instructional materials are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 25, 2024, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution 2024-25:5 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Social Science			
2021	Yes	Studies Weekly	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2024-25 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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

Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chromebooks to all students in second through sixth grade and there are sets of iPads available to all TK through first grade classrooms as part of a 1:1 technology initiative and supports the utilization of Google suite to enhance student learning. Glen City Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Special Education

Special Education students are mainstreamed into the general education classroom as appropriate based upon their IEP (Individual Education Plan). Each student is assigned a case manager to oversee the implementation of the IEP. Special Education includes a continuum of services to be provided to each student in the least restrictive learning environment. The special education program ensures that students with disabilities have access to core curriculum and educational opportunities in light of their individual unique needs.

English Language Learners

Glen City Elementary School provides English Language Learner (ELL) students with daily designated English Language Development (ELD) instruction based on their language proficiency level. English Language Learner students also receive ELD language support throughout the day in their core curricular areas.

At Risk Interventions

Glen City Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math by offering after school intervention classes, reading intervention provided by our intervention teachers for reading and mathematics.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	1	0
Misassignments	0	0	1
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	1	1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	4
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	88.46	208.2	90.65	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1	0.44	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	6.9	3.04	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.2	1.4	12115.8	4.41
Unknown	3	11.54	10.2	4.47	18854.3	6.86
Total Teaching Positions	26	100	229.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	87.94	213.6	89.46	234405.2	84
Intern Credential Holders Properly Assigned	1	4.02	2.8	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.02	12.8	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.2	0.93	11953.1	4.28
Unknown	1	4.02	7.2	3.03	15831.9	5.67
Total Teaching Positions	24.8	100	238.7	100	279044.8	100

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27	90	235.8	90.06	231142.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.33	11.3	4.33	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.3	0.91	11746.9	4.23
Unknown	2	6.67	8.7	3.34	14303.8	5.15
Total Teaching Positions	30	100	261.8	100	277698	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Professional Staff

Teacher Preparation and Credentials

The charts in this report identify the number of teachers at Glen City Elementary School, Santa Paula Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also reports Glen City Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Support Services Staff

Glen City Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Glen City Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2023-24		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Outreach Consultant	1	0.2
Library Clerk	1	1.0
Nurse	As needed	
Psychologist	1	1.0
Speech Therapist (Virtual Services)	1	1.0
Counselor	2	2.0
Health Technician	1	1.0
District Mental Health Counselor	As needed	
Occupational Therapist	1	0.6
Intervention Teachers	3	3.0
Assistant Principal	1	1.0
Mental Health Interns	3	0.6
STEAM TOSA	1	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2022-23 school year, Santa Paula Unified School District spent an average of \$21,682 of total general funds to educate each student (based on 2022-23 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2022-23		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,869	54,930
Mid-Range Teacher Salary	88,653	85,386
Highest Teacher Salary	112,268	111,172
Average Principal Salaries:		
Elementary School	130,884	136,564
Middle School	133,830	141,339
High School	148,216	153,241
Superintendent Salary	249,195	224,537
Percentage of Budget For:		
Teacher Salaries	0.29	28.69
Administrative Salaries	0.05	5.55

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

SARC Data

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

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

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
Dollars Spent Per Student					
Expenditures Per Pupil	GCES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	12,002	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,450	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,551	10,184	93.8%	10,771	94.6%
Average Teacher Salary	102,252	90,423	N/A	87,655	N/A

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- Learning Communities for School Success Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education