

Glassbrook Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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 Access

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Glassbrook Elementary |
| Street | 975 Schafer Rd. |
| City, State, Zip | Hayward, CA 94544-3614 |
| Phone Number | (510) 723-3835 |
| Principal | Nora Molina-Zamora |
| Email Address | nmolina-zamora@husd.k12.ca.us |
| School Website | https://glassbrook.husd.us/ |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 01611926000988 |

2024-25 District Contact Information

| | |
|-------------------------|---------------------------------|
| District Name | Hayward Unified School District |
| Phone Number | (510) 784-2600 |
| Superintendent | Dr. Jason Reimann |
| Email Address | jreimann@husd.k12.ca.us |
| District Website | www.husd.k12.ca.us |

2024-25 School Description and Mission Statement

During a year of marked restructuring for improvement, Glassbrook is firmly grounded on HUSD's vision of every student realizing their innate potential, becoming a lifelong learner and having a positive impact on their community, as well as HUSD's mission that draws from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment. We uphold the district's values of equity, well-supported staff, integrated partnerships, collaborative leadership, and data-informed decisions. We also prioritize deeper learning, strive to be a relationship-centered school, and aim for operational excellence and operational sustainability.

2024-25 School Description and Mission Statement

Glassbrook is a community school with approximately 460 students enrolled in grades Tk-6. We have a large Hispanic population and a long-standing Spanish/English bilingual program. Our demographic composition also includes Black and Afghan families—all part of a diverse tapestry reflective of South Hayward. In 2024-25, Glassbrook is under new leadership. We've welcomed new administration, office staff, and 10 new teachers (50% of our faculty), all engaged in professional learning, as well as a collaborative visioning and systems-building process to better serve our students, many impacted by trauma and poverty. We lean heavily on the community school pillars of shared leadership, family engagement, integrated student supports, and expanded learning to help our vibrant school thrive. Our school's vision is that students, affectionately referred to as "scholars," are happy, healthy, and high-achieving.

The mission of Glassbrook Elementary is to ensure academic success and social and emotional (SEL) well-being for all students by using data, shared responsibility, rigorous expectations, and research-based practices. We design and implement systems, policies, and practices that promote opportunity and success regardless of race, language, zip code, or any other factor. All means all. We strive to provide a safe and supportive environment and a rigorous academic experience for our students. We provide a concrete foundation in literacy and numeracy, SEL skills, and a love of learning that will last a lifetime. We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 77 |
| Grade 1 | 51 |
| Grade 2 | 67 |
| Grade 3 | 64 |
| Grade 4 | 72 |
| Grade 5 | 68 |
| Grade 6 | 70 |
| Total Enrollment | 469 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.6 |
| Male | 48.4 |
| Asian | 6.4 |
| Black or African American | 4.5 |
| Filipino | 1.5 |
| Hispanic or Latino | 76.8 |
| Native Hawaiian or Pacific Islander | 3.4 |
| Two or More Races | 1.7 |
| White | 4.9 |
| English Learners | 68.7 |
| Foster Youth | 0.2 |
| Homeless | 3 |
| Migrant | 3.6 |
| Socioeconomically Disadvantaged | 85.3 |
| Students with Disabilities | 12.6 |

A. Conditions of Learning **State Priority: Basic**

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.70 | 74.41 | 816.80 | 82.14 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.50 | 2.22 | 28.40 | 2.86 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.10 | 18.48 | 81.30 | 8.18 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 33.60 | 3.38 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 1.10 | 4.89 | 34.00 | 3.43 | 18854.30 | 6.86 |
| Total Teaching Positions | 22.50 | 100.00 | 994.30 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.30 | 71.65 | 841.90 | 83.53 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.50 | 2.33 | 23.40 | 2.33 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.50 | 11.64 | 62.20 | 6.18 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 21.80 | 2.17 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 3.10 | 14.43 | 58.30 | 5.79 | 15831.90 | 5.67 |
| Total Teaching Positions | 21.40 | 100.00 | 1007.90 | 100.00 | 279044.80 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.50 | 70.54 | 806.00 | 82.08 | 231142.40 | 83.24 |
| Intern Credential Holders Properly Assigned | 1.00 | 4.52 | 18.50 | 1.89 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.00 | 13.57 | 71.20 | 7.26 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 26.60 | 2.71 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 2.50 | 11.31 | 59.50 | 6.06 | 14303.80 | 5.15 |
| Total Teaching Positions | 22.10 | 100.00 | 982.00 | 100.00 | 277698.00 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 1.30 | 2.00 | 3 |
| Misassignments | 2.80 | 0.50 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 4.10 | 2.50 | 3 |

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 | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 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) | 5.00 | 4.7 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 18.50 | 0 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials are current, in good condition and available to all students.

Year and month in which the data were collected January 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018 | Yes | 0% |
| Mathematics | K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015 | Yes | 0% |
| Science | K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish) | Yes | 0% |
| History-Social Science | K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish) | Yes | 0% |

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

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Glassbrook was opened in 1956. This school has thirty-two (32) regular classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are fourteen (14) portable classrooms that have been added to accommodate class size reduction and instructional programs.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructures projects throughout HUSD. At Glassbrook Elementary these projects have included replacement of the Roof, Fire Alarm/PA System, re-paving/stripping of asphalted areas and exterior painting of the school. All work described was completed by the end of the 2024 summer period.

Year and month of the most recent FIT report

January 2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | |
| Electrical | | | X | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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 education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 11 | 12 | 35 | 32 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 4 | 6 | 20 | 20 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 277 | 256 | 92.42 | 7.58 | 11.72 |
| Female | 139 | 133 | 95.68 | 4.32 | 12.78 |
| Male | 138 | 123 | 89.13 | 10.87 | 10.57 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 15 | 13 | 86.67 | 13.33 | 23.08 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 219 | 201 | 91.78 | 8.22 | 9.45 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 14 | 13 | 92.86 | 7.14 | 23.08 |
| English Learners | 189 | 171 | 90.48 | 9.52 | 5.85 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 239 | 225 | 94.14 | 5.86 | 10.67 |
| Students Receiving Migrant Education Services | 14 | 14 | 100.00 | 0.00 | 0.00 |
| Students with Disabilities | 34 | 31 | 91.18 | 8.82 | 9.68 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 278 | 272 | 97.84 | 2.16 | 5.88 |
| Female | 140 | 139 | 99.29 | 0.71 | 5.04 |
| Male | 138 | 133 | 96.38 | 3.62 | 6.77 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 15 | 15 | 100.00 | 0.00 | 13.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 220 | 215 | 97.73 | 2.27 | 3.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 14 | 13 | 92.86 | 7.14 | 7.69 |
| English Learners | 190 | 186 | 97.89 | 2.11 | 2.15 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 240 | 236 | 98.33 | 1.67 | 5.51 |
| Students Receiving Migrant Education Services | 14 | 14 | 100.00 | 0.00 | 7.14 |
| Students with Disabilities | 34 | 32 | 94.12 | 5.88 | 3.13 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 7.81 | 7.14 | 16.99 | 18.04 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 73 | 72 | 98.63 | 1.37 | 8.33 |
| Female | 39 | 39 | 100.00 | 0.00 | 7.69 |
| Male | 34 | 33 | 97.06 | 2.94 | 9.09 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 57 | 98.28 | 1.72 | 3.51 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 51 | 50 | 98.04 | 1.96 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 60 | 60 | 100.00 | 0.00 | 8.33 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98% | 98% | 98% | 98% | 98% |

C. Engagement

State Priority: Parental Involvement

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Glassbrook Elementary provides a variety of opportunities for parents/guardians to involve themselves in their children's education and contribute to the school community. We believe that by creating positive, trusting relationships between educators and families, students will reach their full potential with a consistent home-school connection. We nurture home-school partnerships that align with our priorities and strengthen student support. We leverage parents' cultural funds of knowledge by welcoming them into our campus as experts in their children's upbringing, and contributors to our school. Our numerous parent volunteers support and attend school events (e.g., Science Night), serve as study trip chaperones (if authorized via the district's protocol requiring fingerprints and TB test screening), and organize fundraisers.

Parent digital newsletters entitled "The Roar" (in honor of our Tiger mascot), monthly Coffee with the Principal meetings, and regular announcements sent via Blackboard and Class Dojo inform parents/guardians of current projects and events, and connect them with local resources and volunteer opportunities. As a community school, we offer daily Office Hours so families can share their concerns, have questions addressed, and provide thought partnership on issues affecting students. We have a Community Schools Coordinator (CSC) who oversees our Coordination of Services Team (COST) and facilitates our Community Schools Committee, focused on maximizing services and resources in our community. In addition, our Family Engagement Specialist (FES), housed in our Family Resource Center with our CSC, provides parent outreach and support services, and bridges resources to meet everyday needs among our community members.

Glassbrook Elementary is also committed to building capacity for parental involvement by providing opportunities for leadership roles in school committees such as School Site Council (SSC), English Learners Advisory Committee (ELAC), Site-Based Decision Making (SBDM), and the Parent Ambassador Program (we have two Parent Ambassadors in the district's program). This year our elected SBDM and SSC parents contributed to the development of the Glassbrook Handbook, a cornerstone of our school's restructuring. Parent workshops are also held throughout the year covering topics such as English Learners reclassification, nutrition, local library resources, and youth mental health. We provide on-site English as a Second Language (ESL) classes for our community members twice weekly from 6:00-8:00pm. Besides the traditional Back-to-School Night and Open House, we also host other evening informational events for parents, including TK/Kinder Orientations and Town Halls.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 524 | 506 | 136 | 26.9 |
| Female | 267 | 255 | 66 | 25.9 |
| Male | 257 | 251 | 70 | 27.9 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 34 | 33 | 7 | 21.2 |
| Black or African American | 22 | 20 | 9 | 45.0 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 406 | 393 | 109 | 27.7 |
| Native Hawaiian or Pacific Islander | 18 | 16 | 4 | 25.0 |
| Two or More Races | -- | -- | -- | -- |
| White | 23 | 23 | 2 | 8.7 |
| English Learners | 375 | 367 | 90 | 24.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 12 | -- | -- | -- |
| Socioeconomically Disadvantaged | 452 | 439 | 121 | 27.6 |
| Students Receiving Migrant Education Services | 21 | 21 | 6 | 28.6 |
| Students with Disabilities | 71 | 70 | 24 | 34.3 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.39 | 0.56 | 3.05 | 3.78 | 4.9 | 5.4 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.03 | 0.07 | 0.1 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.05 | 0.00 |
| Female | 1.87 | 0.00 |
| Male | 4.28 | 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 | 9.09 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.71 | 0.00 |
| Native Hawaiian or Pacific Islander | 5.56 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 2.13 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 8.33 | 0.00 |
| Socioeconomically Disadvantaged | 3.10 | 0.00 |
| Students Receiving Migrant Education Services | 4.76 | 0.00 |
| Students with Disabilities | 2.82 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Safety for students and staff is a high priority at Glassbrook Elementary. Students are supervised by teachers, administrators, before- and after-school program staff, and noon supervisors during the before-school program, breakfast, morning line-up, recess, lunch, during transitions (such as ELD/ALD blocks), staggered reading periods, prep periods, and during after-school

2024-25 School Safety Plan

hours. All visitors are required to check in and out at the front office using the district-provided Raptor system, and receive an ID badge upon arrival based on their form of ID. School doors remain locked during the school day, except for during dismissal times and when visitors enter the system after being screened by the Office Team via the security camera with a built-in speaker. School cameras and an alarm system are in place.

For the safety of students, we strive for Parent Portal information (parent/guardian names, phone numbers, addresses, and emergency contacts) to be up-to-date at all times. Our Office Team does not release students to anyone not listed as an Emergency Contact. Parents/guardians who wish to pick up their student/s early are encouraged to call in advance, and required to sign them out at the office.

Due to the various vacancies filled year-to-date, we continue to refine our Comprehensive School Safety Plan (CSSP) to ensure all staff and students are appropriately trained, and all emergency materials are updated and in place. Our Site Safety Committee is comprised of administrators, teachers who deliberate, and discuss the site's safety concerns on a regular basis. Although it has taken longer than usual to complete our CSSP due to the transition at Glassbrook, we are ensuring that all Emergency Procedures are available, properly located, and understood on-site. Fire drills and lockdowns practices are conducted on a regular basis. One distinct feature of our Evacuation Process is the use of Safety Circles instead of traditional class lines. Inside the circles, older students pair up with younger counterparts to offer mutual emotional support once evacuation occurs. The school also uses an online application called Share 911 to coordinate safety disaster drills and communicate in the event of a real emergency.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 2 | 1 | |
| 1 | 22 | | 3 | |
| 2 | 21 | 1 | 2 | |
| 3 | 15 | 1 | 2 | |
| 4 | 19 | 1 | 2 | |
| 5 | 24 | | 3 | |
| 6 | 28 | | 2 | |
| Other | 14 | 2 | 1 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 1 | 2 | |
| 1 | 19 | 2 | 1 | |
| 2 | 23 | | 3 | |
| 3 | 22 | | 3 | |
| 4 | 23 | 2 | 1 | |
| 5 | 30 | | 2 | |
| 6 | 26 | | 2 | |
| Other | 16 | 2 | 1 | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 2 | |
| 1 | 24 | | 2 | |
| 2 | 21 | 2 | 1 | |
| 3 | 21 | 2 | 1 | |
| 4 | 30 | | 2 | |
| 5 | 27 | | 1 | |
| 6 | 30 | | 2 | |
| Other | 18 | 2 | 2 | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 469 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 5.5 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$15,734 | \$7,874 | \$7,861 | \$89,480 |
| District | N/A | N/A | \$7,882 | \$107,337 |
| Percent Difference - School Site and District | N/A | N/A | -0.3 | -18.1 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -31.2 | -8.8 |

Fiscal Year 2023-24 Types of Services Funded

A variety of funding sources support Glassbrook students in promoting into junior high school with a solid foundation to be able to graduate college- and/or career-ready, including: Title I, Local Control Funding Formula (LCFF) support and concentration, and California Support and Improvement (CSI), California Community Schools Partnership Program (CCSSP), After School Safety and Enrichment (ASES), and Expanded Learning Opportunity Program (ELO-P), and general funds. Our district provides Common Core Standards-aligned curriculum for all students in English Language Arts, Mathematics, History-Social Science, and Science, in addition to providing research-based English Language Development (ELD) and Spanish Language Arts curricula. Our instructional committees have also approved the purchase of supplemental instructional programs to support students in meeting grade-level standards, including the research-based LEXIA with CSI funds.

At Glassbrook, we focus on equity by centering on students' individual needs, and by engaging in professional development experiences that serve the whole child, including trauma-informed classroom practices, bilingual/dual-language instruction, math strategies, and social and emotional learning (SEL). Expanded Learning funds (ASES and ELO-P) are used to provide after-school education and enrichment opportunities (e.g., folklórico dance, recreation), reading intervention for students in Tier 3 through the IGNiTE online tutoring program, ELPAC Academy and ELD intervention for English Learners. Our CCSSP funds

Fiscal Year 2023-24 Types of Services Funded

are being used to provide professional development on trauma-informed practice, and a community closet to support our most vulnerable families (e.g., foster and homeless youth, and newcomer families) with basic necessities, including shoes and clothing. Lastly, Glassbrook invests Anti Racial/Anti Bias funds in school wide assemblies to foster inclusivity and cross-cultural understanding.

HUSD provides every student with a Chromebook to facilitate access to online learning and intervention programs. Our Positive Behavioral Interventions and Supports (PBIS) structure includes Tier 2 and Tier 3 services for students who require extra academic assistance, counseling or other special accommodations as identified by Individual Education Programs (IEP's) and/or 504 plans. Our staff includes a part-time psychologist, part-time school nurse, a full-time SEL counselor, 2 full-time EBAC counselors, and 1 part-time La Familia Counselor and case manager. In addition, we have a part-time library tech, a full-time ELD Teacher on Special Assignment, part-time language and speech and behavioral therapists, and full-time reading/literacy, special ed, and RSP paraeducators.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$74,517 | \$59,551 |
| Mid-Range Teacher Salary | \$104,084 | \$93,855 |
| Highest Teacher Salary | \$124,131 | \$120,219 |
| Average Principal Salary (Elementary) | \$164,210 | \$151,525 |
| Average Principal Salary (Middle) | \$171,438 | \$158,215 |
| Average Principal Salary (High) | \$180,194 | \$171,087 |
| Superintendent Salary | \$314,081 | \$300,043 |
| Percent of Budget for Teacher Salaries | 34.34 | 31 |
| Percent of Budget for Administrative Salaries | 5.9 | 4.91 |

Professional Development

As part of our continuous learning culture, staff development opportunities are provided at both, the district and site level to administrators, teachers, and classified staff at Glassbrook. Teachers participate in three mandatory professional development days each year, with an additional half day offered this year to support the small-group reading instruction, as well as coaching and training on antiracist pedagogy. In addition, the district provides new teachers with induction coaching to help them identify goals and refine practices based on California Standards for the Teaching Profession. Other district-provided professional learning opportunities include math and dual-language coaching. Content for four additional, site-directed half days is determined through site committees such as Site-Based Decision Making (SBDM) and Instructional Leadership Team (ILT).

Professional learning opportunities are offered in a variety of forums and settings. Content and support are differentiated in order to be responsive to various teachers' needs. Given the ongoing transition and restructuring at Glassbrook this year, professional learning has centered on meeting new teachers' needs, as well as supporting others who have served on campus prior to this year. Topics for informal training have included: Report cards, parent-teacher conferences, classroom management, Illuminate, sub planning, and data dives. More structured training includes bilingual/dual language instruction, English Language Development (ELD), trauma-informed classroom practices, Special Ed, body boundaries, math strategies, Positive Behavior Interventions and Supports (PBIS), and more.

Administrators perform regular classroom visits to complete observations and provide ongoing feedback to teachers on-site. Grade-level and cross-level teams participate in weekly collaboration meetings. During this time, staff engage in data analysis,

Professional Development

instructional planning, and exploration of best practices based on topics of their choice, or as recommended by the site's ILT, which often provides informal training and staff meeting updates.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 3 | 3 |