



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glassbrook Elementary	01611926000988	5/15/2025	June 25, 2025

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Schoolwide Program

### Comprehensive Support and Improvement

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal

Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

CSI:

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

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

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# Plan Description

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

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

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### Comprehensive Support and Improvement

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

### CSI:

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

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

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

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

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

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC), composed of principal, parents, teachers, and support staff engaged in ongoing discussion of the goals and progress of the SPSA. With the input of ELAC, ILT and SBDM, the SSC was able to shift funds to meet the needs of students and develop recommendations for the 2024-2025 school year.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

While steps have been taken to support the academic needs of many students through online platforms, data from COST Meetings, Fastbridge Assessments and CAASPP showed a greater need to support intensive intervention for students reading below grade level, English Learners and students in Special Education. CAASPP data from 2023-2024 showed nearly 69.38% of students in grades 3-6 scored Standards Not Met in ELA . Additionally, the California Healthy Kids Survey demonstrated that while 72% of students feel there is a caring adult in school, 58% of students feel safe at school. Glassbrook staff will be focusing on supporting social emotional learning for students. The Science of Reading Professional Development will be extended to all teachers for the 2025-2026 school year to address reading performance and teachers TK-6th grade will be focusing on Mathematical Practices. Glassbrook has a significant population of students that are socioeconomically disadvantaged. For example, some students are not able to bring to school basic supplies so we need to provide them in the classroom.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

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

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

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

### Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

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

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	57	60	53
Grade 1	66	60	51
Grade 2	68	68	67
Grade 3	63	71	64
Grade 4	66	71	72
Grade 5	78	67	68
Grade 6	57	77	70
Total Enrollment	455	474	469

#### Conclusions based on this data:

1. The data above demonstrates that 76.76% of our students are Latinx, followed by Asian American 6.40% and 3.41% Filipino, and 4.90% White.
2. There are 21 Black/African American students and 30 Asian and 7 Filipino students. These groups will continue be the focus for outreach as we engage in meaningful family and community engagement.

3. Enrollment numbers have been either on the rise or close by very few students at Glassbrook Elementary over the past 3 years, despite class balancing, redirects and declining enrollment at the district. Although enrollment at Grade 3 shows a large decline in 2023-2024 as depicted here, it is currently the second largest group in school year 2024-25.



# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	287	313	322	63.1%	66.0%	68.7%
Fluent English Proficient (FEP)	88	82	59	19.3%	17.3%	12.6%
Reclassified Fluent English Proficient (RFEP)	67	57	36	14.7%	12.0%	7.7%

### Conclusions based on this data:

1. The total number of Multilinguals has increased by 12.2% in the past 3 years.
2. The ratio between RFEP and FEP has decreased in the last three years.
3. The number of RFEP must be increased to disrupt these trends and better prepare students for middle and high school.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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

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

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

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

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

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

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

#### Conclusions based on this data:

- Overall analysis:  
  
Overall, 11.56% of Glassbrook students met or exceeded the standards in 2023-2024. In 6th grade, 13.33% of students met, or exceeded the standards while in 3rd grade, 91.38% of students did not meet the standards. The

areas in which students are performing below standard are Reading with 56.18% of students performing below standard and Writing 67.33% of students performing below standard.

**2. Strengths to leverage: Listening and Research/Inquiry**

Listening is a potential strength at Glassbrook Elementary, where in 2023-2024, 60.96% of 3rd-6th graders scored At or Near Standard in Listening. Grades 3-6 performed At or Near Standard in Listening as follows: 3rd grade = 60.34%, 4th grade = 66.67%, 5th grade = 64.18%, scored, and 6th grade = 63.00%.

Another potential strength is Research/Inquiry, where 52.19% of Glassbrook students scored At or Near Standard. Grades 3-6 performed At or Near Standard in Research/Inquiry as follows: 3rd grade = 53.45%, 4th grade = 59.09%, 5th grade = 43.28%, and 6th grade = 53.33%.

**3. Reading as a priority:**

Overall, 56.18% of our students scored Below Standard in Reading in 2023-2024. Grades 3-6 performed Below Standard as follows: 3rd grade = 53.45%, 4th grade = 45.45%, 5th grade = 58.21, and 6th grade = 68.33%.

Writing as a priority:

Overall, 67.33% of our students scored Below Standard in Writing in 2023-2024. Gradees 3-6 performed Beow Standard as follows: 3rd grade = 72.41%, 4th grade = 66.67%, 5th grade = 61.19%, and 6th grade = 70.0%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

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

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

#### Conclusions based on this data:

##### 1. Overall 2023-24 Analysis:

Overall in 2023-2024, 5.99% of our students are Meeting Standard or Above in Mathematics, while 18.73% Nearly Met Standard and 75.28% of our students performed Below Standard.

In the areas of Communicating and Reasoning, 40.08% of students performed Near or Above Standard in 2023-2024.

Students in grade 6 scored as follows: 3.08% Above Standard in Communicating & Reasoning and Problem Solving & Modeling/Data Analysis, and 1.54% Above Standard in Concepts & Procedures. Grade 6 students scored At or Near Standard as follows: 35.38% in Communicating Reasoning, 13.85% in Problem Solving & Modeling/Data Analysis, and 10.77% in Concepts & Procedures.

Grade 3 students scored At or Near Standard as follows: 46.77% in Communicating & Reasoning, 29.03% in Problem Solving & Modeling/Data Analysis, and 40.32% in Concepts & Procedures.

2. In 2023-2024, 23.97% of Glassbrook Elementary students in Grades 3-6 scored At or Near Standard in Concepts and Procedures, while 23.22% scored At or Near Standard in Problem Solving & Modeling/Data Analysis, and 38.58% scored At or Near Standard in Communicating Reasoning.

Communicative Reasoning appears to be an potential area of strength to leverage in Grades 4-5 at Glassbrook Elementary, where 37.14% of students in Grade 4 and 35.71% of students in Grade 5 scored At or Near Standard.

Concepts and Procedures appears to be another potential area of strength to leverage in Grades 3-4 at Glassbrook Elementary, where 40.32% of students in Grade 3 and 25.71% of students in Grade 4 scored At or Near Standard.

3. Overall, 73.41% of Glassbrook Elementary students scored Below Standard in Concepts & Procedures, 75.28% scored Below Standard in Problem Solving & Modeling/Data Analysis, and 59.93% scored Below Standard in Communicating Reasoning.

In Grade 3, 69.35% of students scored Below Standard in Problem Solving & Modeling/Data Analysis, while 56.45% of students scored Below Standard in Communicating & Reasoning, and 51.61% scored Below Standard in Communicating Reasoning.

In Grades 4-5, 62.86% of students scored Below Standard in Communicative Reasoning, while 83.08% of students in Grade 6 scored Below Standard in Problem Solving & Modeling/Data Analysis. Concepts and Procedures needs special attention in Grades 5-6, where 77.14% of students in Grade 5 scored Below Standard, and 87.69% of students in Grade 6 also scored Below Standard.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

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

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



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

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

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

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

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

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

#### Conclusions based on this data:

1. This is an area of paramount importance at Glassbrook Elementary, as it definitely impacts academic growth. Multilingual (ML) students take the ELPAC annually. Overall 342 ML students were assessed in the 2023-24 school

year at Glassbrook. A low percentage of 5.85% of ML students performed at Level 4, while 19.88% of ML students performed at level 3, followed by 28.36% of ML students performing at Level 2, and 45.91% of ML students performing at Level 1. This means that close to 1/2 of ML students scored at the Beginning Level, while approximately 1/4 of MLs are already or soon-to-be Long-Term English Learners (LTELs) if they do not reclassify and remain as English-fluent soon. California Dashboard data not reflected here indicates that there are 67 at-risk LTELs in Grades 4-6 and 15 LTELs in Grade 6 as of 2023-2024, which means too many students are going into middle school without being English-fluent.

2. Naturally, the majority of Beginning Level ML students are struggling in the Reading and Writing Domains. In Reading, 60.23% of ML students scored at the Beginning Level, while in Writing 47.66% of ML students scored Beginning Level. Beginning MLs are also struggling in the Speaking and Listening Domains, where they scored approximately the same percentages (37.43% in Speaking and 38.60% in Listening). This group needs the most attention to be able to enhance their English-language development.

California Dashboard data (not shown here) indicates that 211 students have been designated as English Learners (ELs) for 0-3 years at Glassbrook. Efforts have to be made to help them develop English skills quickly.

3. The Listening Domain of the ELPAC has the largest percentage (48.54%) of MLs categorized as "Somewhat/Moderately-Developed," compared to 12.87% of MLs categorized as "Well-Developed." These groups are ready for intensive academic language development in reading and writing through explicit phonics, spelling, vocabulary, fluency, and comprehension instruction.

The Writing Domain of the ELPAC has the second largest percentage (43.86%) of MLs categorized as "Somewhat/Moderately-Developed," compared to 8.48% of MLs categorized as "Well-Developed." These groups must receive intensive academic instruction to improve their writing skills in all genres, especially in expository essays and research. Ongoing teaching and practice with the writing process will greatly support their writing fluency and organization.

The Speaking Domain of the ELPAC reflects the third largest percentage (43.57%) of MLs categorized as "Somewhat/Moderately-Developed," compared to 19.01% of MLs categorized as "Well-Developed." These groups are also prime for more rigorous academic language development in reading and writing. The use of visual aids, anchor charts, and graphic organizers will facilitate their language transfer, as will ample discussion opportunities.

Lastly, the Reading Domain of the ELPAC reflects the smallest percentage (38.01%) of MLs categorized as "Somewhat/Moderately-Developed," compared to 1.75% of MLs categorized as "Well-Developed." These groups must receive intensive academic instruction to improve their comprehension skills and strategies, and to be able to apply inferential and critical thinking to writing, especially as it pertains to expository text. Ample practice in the act of reading at their instructional level will be necessary, as well as opportunities to make sense from text, summarize, and synthesize reading.

# School and Student Performance Data

## Student Population

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

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

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

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

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

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

**Conclusions based on this data:**

1. The total number of students enrolled at Glassbrook Elementary in 2023-2024 were 469, composed of 322 (68.7%) students who are identified as English Learners, 14 homeless students, 400 (85.3%) students who are economically challenged, and 59 (12.6%) students with disabilities.
2. 360 of Glassbrook students are Hispanic/Latinx. The second largest ethnic population is Asian with 30 students as well as 7 Filipino students, followed by 23 White and 21 Black students.
3. Glassbrook's percentage of English Learners (68.7%) far exceeds the Hayward Unified's overall percentage of 29%, as well as Alameda County's 19.9% and California's 18.4%.

# School and Student Performance Data

## Overall Performance






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

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

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Red</div>
<div>Mathematics</div> <div> Red</div>		
<div>English Learner Progress</div> <div> Yellow</div>		

#### Conclusions based on this data:

1. Suspension is red, indicating a need to revisit Restorative Justice approaches to discipline, as well as other more dignifying disciplinary measures, including the implementation of a Progressive Discipline System that includes warnings, counseling, detention/accountability time with community service as restoration, and student reflection before in-school suspension or at-home suspension occur, depending on the severity of the violation. As a pre-requisite to learning, school climate must be in place before we can make significant academic progress.

Both Math and ELA are also red, which means we need to take a data-driven approach to continuous improvement and intensify the quality of instruction through explicit and differentiated teaching, ongoing capacity-building and collaboration, and continuous formative and summative assessments to guide teaching and learning.

2. Chronic Absenteeism and English Learner Progress are orange, which means we need to 1) Educate all of our families/caregivers about the importance of attendance, 2) Provide foundational blocks (e.g., homework support, physical and mental health resources, food and nutrition access) to improve student attendance, and 3) Increase school connectedness and engagement through intrinsic and extrinsic motivation (e.g., Positive Behavioral Interventions and Supports/PBIS), Social and Emotional Learning (SEL), and active learning strategies (e.g., hands-on learning experiences, technology-based instruction, student voice/choice, etc.).
3. Glassbrook Elementary has no green or blue indicators based on the 2023-24 data, probably a direct result of tense situations in the 2-3 years prior which resulted in high staff turnover, lack of leadership, and internal turmoil on-site--all factors controlled by adults and ultimately affecting students. The 2024-2025 school year is currently focused on internal restructuring through compassionate systems building, a focus on school climate as a priority, and instructional leadership. Student engagement and learning are the priorities to be able to literally move the needle on these unfortunate indicators.

As a community school, we will keep equity at the forefront of our COST referral process to better serve students with unique needs, and provide them with specialized resources, such as counseling, academic interventions through our SST, or behavioral supports.

# School and Student Performance Data

## Academic Performance English Language Arts

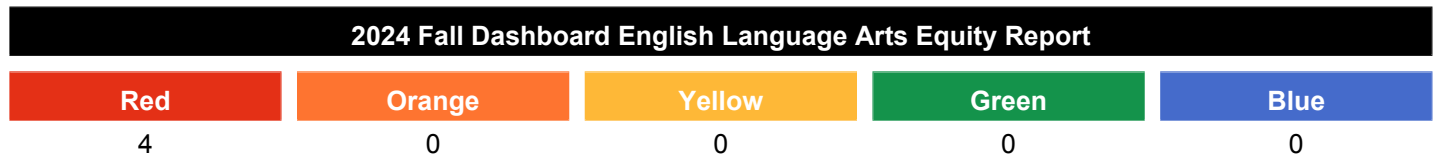
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Red</div> <div>111.4 points below standard</div> <div>Declined 9.6 points</div> <div>250 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>124.7 points below standard</div> <div>Declined 11.8 points</div> <div>195 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>124.7 points below standard</div> <div>Declined 30.8 points</div> <div>15 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>113.1 points below standard</div> <div>Declined 7.7 points</div> <div>220 Students</div>



<b>Students with Disabilities</b>  Red 154.4 points below standard Declined 34.8 points 31 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 104.5 points below standard 11 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 3 Students	<b>Hispanic</b>  Red 119.6 points below standard Declined 18.7 points 198 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 7 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 10 Students	<b>White</b>  No Performance Color 106.9 points below standard 14 Students

#### Conclusions based on this data:

- Overall, students are performing 111.4 points below standards (a decline of 9.6 from the prior year) while multilingual students are performing at 124.7 points below standard (a decline of 11.8 from the prior year). There is an urgent need for improvement in English Language Arts.
- In 2023-24, there were a total of 198 students identified as Hispanic/Latinx, and 195 as English Learners (ELs), 15 of whom are Long-Term ELs. These are high numbers requiring extra attention.  
  
Also, there were 220 students in the Socioeconomically Disadvantaged category.  
  
This demographic data set reflects a unique instructional challenge for a school experiencing transitions that include over 50% of new teachers. Without ELO-P funds available for after-school intervention and ELPAC academies, the school will need alternative school-day interventions and supports to make progress in this area.
- The 31 students with disabilities showed the greatest decline of 34.8 points. This subgroup demands closer attention.

# School and Student Performance Data

## Academic Performance Mathematics

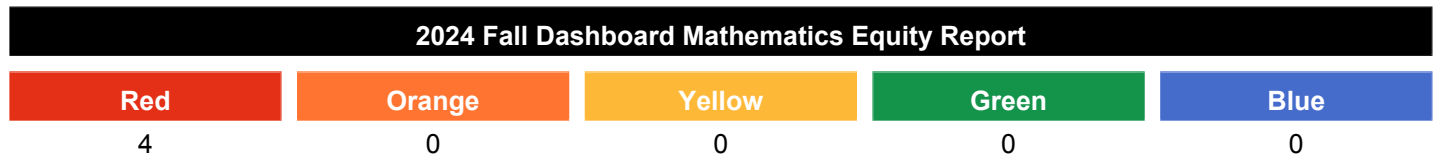
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>127.0 points below standard</div> <div>Maintained 2.4 points</div> <div>254 Students</div>	<div>English Learners</div> <div> Red</div> <div>137.6 points below standard</div> <div>Declined 5.1 points</div> <div>199 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>180.8 points below standard</div> <div>Declined 23.6 points</div> <div>15 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>127.9 points below standard</div> <div>Maintained 1.3 points</div> <div>223 Students</div>

<b>Students with Disabilities</b>  Red 164.4 points below standard Maintained 2.2 points 31 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 109.8 points below standard 12 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 3 Students	<b>Hispanic</b>  Red 134.5 points below standard Declined 8.9 points 201 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 7 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 10 Students	<b>White</b>  No Performance Color 111.0 points below standard 14 Students

#### Conclusions based on this data:

- Overall, students are performing 127 points below standard (maintained at 2.4 points), while ELs are performing 137.6 points below standard (a decline of 5.4 points), with the Hispanic sub-group at 134.5 points below standard (a notable decline of 8.9 points).
- Our students with disabilities are performing at 164.4 points below standard, and although they maintained at 2.2 points, they are significantly below the range.
- Students need intensive support with mathematics.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

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

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

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

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

### Conclusions based on this data:

1. Data from the 2023-2024 testing:  
36.3% of English Learners (ELs) assessed progressed at least one ELPI level.
2. 9.3% of ELs assessed decreased one ELPI level.
3. 53% of ELs maintained levels 1-3H.

# School and Student Performance Data

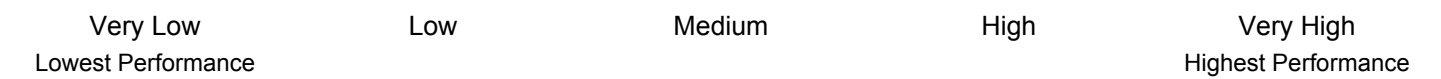
## Academic Performance College/Career Report

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

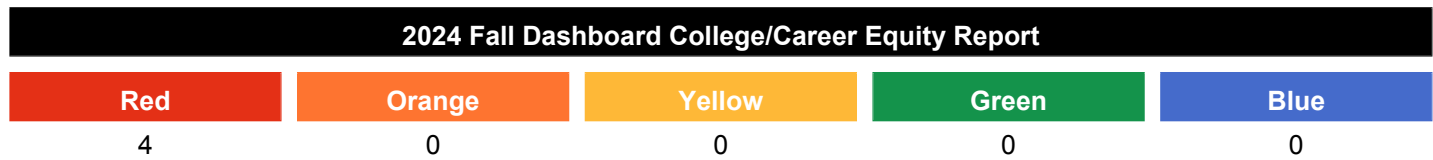
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

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

<b>Students with Disabilities</b>  Orange 34.3% Chronically Absent Declined 26.2 70 Students	<b>African American</b>  No Performance Color 45% Chronically Absent Declined 31.5 20 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color 21.2% Chronically Absent Increased 8.7 33 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>Hispanic</b>  Yellow 27.7% Chronically Absent Declined 17.3 393 Students
<b>Two or More Races</b>  No Performance Color 38.5% Chronically Absent Declined 11.5 13 Students	<b>Pacific Islander</b>  No Performance Color 25% Chronically Absent Declined 35 16 Students	<b>White</b>  No Performance Color 8.7% Chronically Absent Declined 22.9 23 Students

#### Conclusions based on this data:

- Although chronic absenteeism declined by -17.8 across all groups in 2023-24, it remains high at 26.9% overall for Glassbrook Elementary, which is in yellow. Students with Disabilities and Black students have the highest rates of Chronic Absenteeism 34.3% and 45% respectively. Hispanic/Latinx students have a 27.7% rate of chronic absenteeism, compared to a close 27.6% for Socioeconomically Disadvantaged students. English Learners (ELs) have a 24.5% rate of chronic absenteeism.
- No subgroups are in either green or blue when it comes to chronic absenteeism, which further suggests this is an area of concern. Students must be present and engaged at school in order to improve their academic performance and overall well-being. The school can leverage existing motivational factors for students to attend school, such as after-school enrichment, engaging lessons/activities during school, positive teacher-student relationships, assemblies, study trips, etc.
- Special attention must be given to these sub-groups: Students with Disabilities, Two or More Races, and African American/Black when it comes to addressing chronic absenteeism. The school must conduct a preventive campaign to address this area before it exacerbates. Families/caregivers need awareness of the importance of attendance, as well as resources to set up conditions at home for students to be able to attend school. Staff need to collaborate with families/caregivers to get students to school on time, or face consequences for lack of partnership/support in their students' schooling. Education through family and community engagement is key in order for parents/caregivers to understand the correlations between attendance and learning, fiscal impact, and disruption to learning due to unnecessary independent study contracts (e.g., those created to accommodate family vacations during school time). Additionally, it would help if the district reconsidered the possibility of aligning Spring Break to religious observances when absenteeism rates increase, such as Passover and Holy Week.

## School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2024 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

## Blue

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

## 2024 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1. N/A



# School and Student Performance Data

## Conditions & Climate Suspension Rate

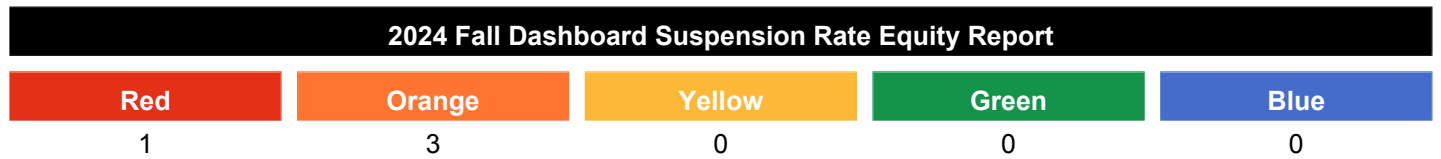
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

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

<b>Students with Disabilities</b>  Orange 2.8% suspended at least one day Increased 1.5% 71 Students	<b>African American</b>  No Performance Color 9.1% suspended at least one day Increased 9.1% 22 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color 0% suspended at least one day Maintained 0% 34 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>Hispanic</b>  Orange 2.7% suspended at least one day Increased 2% 406 Students
<b>Two or More Races</b>  No Performance Color 15.4% suspended at least one day Increased 15.4% 13 Students	<b>Pacific Islander</b>  No Performance Color 5.6% suspended at least one day Increased 5.6% 18 Students	<b>White</b>  No Performance Color 0% suspended at least one day Maintained 0% 23 Students

#### Conclusions based on this data:

1. While Glassbrook staff applies Restorative Practices to redirect student behavior, suspension for all students increased by 2.5% in 2023-2024.
2. Sadly, the data reflected here suggests that students from marginalized sub-groups continue to be suspended at Glassbrook. Students who are Two or More Races had the highest suspension rate of 15.4%, compared to Black/African American students, who had a suspension rate of 9.1%. This was followed by Homeless students, with a suspension rate of 8.3% (an increase of 3.3%).
3. Hispanic/Latinx students had a 2.7% suspension rate, compared to 2.1% for English Learners (ELs). It is unclear what efforts were made to properly document, address, and monitor suspensions at Glassbrook prior to the 2024-2025 (current) school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Deeper Learning -- Language and Literacy

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

In addition to English language arts, students at Glassbrook Elementary will increase proficiency in their program's target language (Spanish) by 2% as measured by the local STAR Reading Spanish (1st-6th) assessment.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LEA Goal:

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

#### LCAP Goal:

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

### Identified Need

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

The 2023-2024 CAASPP results indicated that 11.56% of students met or exceeded standards. In reading, 39.44% were at or near standard while in writing, 29.08% of students assessed scored at or near standard.

Our data continues to show that 70% of our students are not meeting their grade-level expectations. The overall student population at our school will increase progress in each area (Approaches, Meets, Exceeds) on the CAASPP during the 25-26 school year.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	11.56% of students met or exceeded overall standards 15.54% of students nearly met standard	The overall student population at Glassbrook will increase progress toward each area (Approaches, Meets, Exceeds) per the CAASPP by 5% by the end of the 24-25 school year.
FastBridge	23% of students met or exceeded expectations 12% of students approach expectations	As measured by pre- and post-assessments, the overall student population at Glassbrook will increase progress in reading per local assessment Fastbridge by 5% in each

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

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<b>1.1</b>	<p>Capacity-Building: Glassbrook leadership will align with districtwide efforts to enhance literacy through professional development focused on the Science of Reading. Emphasis will be placed on research-based approaches and curriculum aimed at teaching literacy building blocks of phonological awareness, fluency, vocabulary, comprehension, and writing.</p> <p>Guided by the Principal and EL Specialist, teachers will conduct data dives designed to guide literacy instruction before school begins, and at regular intervals, such as near the end of each trimester.</p> <p>Measures: Lexia Pre and Post-Assessment Data FastBridge Pre and Post-Assessment Data STAR Reading (Spanish) Pre and Post-Assessment Data CAASPP ELA Scores</p> <p>Materials: On-Site Professional Development</p> <p>Staff: School Leadership Instructional Leadership Team ELL Specialist</p>	Glassbrook's focus students include significant subgroups of Afghan students, Black students, Hispanic/Latinx students, Special Education students, foster youth, multilingual students, and socio-economically disadvantaged students.	<p>2,000 Title I 4000-4999: Books And Supplies Literacy PD 3,500 Unrestricted 1000-1999: Certificated Personnel Salaries Teacher release time</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
<b>1.2</b>	<p>Collaborative Meetings Teachers and paraprofessionals will be expected to commit to data analysis to guide literacy instruction. Teachers will participate in biweekly collaborative meetings centered on ELA instruction. Data dives and teacher input will inform instruction in this area.</p> <p>Measures: Lexia™ Pre and Post-Assessment Data FastBridge Pre and Post-Assessment Data STAR Reading (Spanish) Pre and Post-Assessment Data CAASPP ELA Scores</p>	Multilingual students in Bilingual Classrooms	<p>3,500 Unrestricted 1000-1999: Certificated Personnel Salaries Data dives</p> <p>None Specified None Specified</p>

	<p>Staff: School Leadership Instructional Leadership Team ELL Specialist</p>		
<b>1.3</b>	<p><b>Supplemental Programs:</b> Given the fiscal outlook, staff must maximize available curriculum and resources. With input from ILT, Glassbrook will also pilot and purchase supplemental, technology-based programs to support engaging ELA instruction, including but not limited to Accelerated Reader™ to promote extensive practice in the act of reading at students' instructional levels.</p> <p>Additionally, Glassbrook will continue providing technology-based IGNITE™ Reading tutoring during the school day. This program was used with notable success for a limited number of students in Tier 3 in 2024-25, and is ready to scale up by support Early Birds after dismissal, as primary teachers plan to continue Staggered Reading, and many of our Early Birds require additional help but cannot stay beyond school-wide dismissal.</p> <p><b>Measures:</b> FastBridge Pre and Post-Assessment Data STAR Reading (Spanish) Pre and Post-Assessment Data Accelerated Reader™ Data IGNITE™ Reading Data CAASPP ELA Scores</p> <p><b>Staff:</b> School Leadership Instructional Leadership Team ELL Specialist</p>	Below Grade Level Readers	<p>15,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Accelerated Reader</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures IGNITE</p>
<b>1.4</b>	<p><b>Small-Group Instruction</b> The Glassbrook paraprofessionals will provide small-group instruction to students in reading and writing, supporting with foundational reading blocks and the writing process. This will be provide during after-school time for a pre-determined period of time to help meet instructional needs.</p> <p><b>Measures:</b> FastBridge Data Teacher Referral</p> <p><b>Staff:</b> Principal EL Specialist Teacher Volunteers</p>	All Students	<p>19,000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Bilingual Paraprofessionals</p>

## Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Several teachers at Glassbrook took part in district-provided literacy training and piloted new reading programs (e.g., Lexia, Project Read) to refine practices. In addition, staff took part in data analysis and collaborative planning aimed at improving the quality of instruction. Additional professional development in the Science of Reading is necessary to lift Literacy and Language.

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

All personnel identified in the activities related to this goal actively participated, to the extent possible, in the implementation of stated activities with the exception of a .25 Reading Coach, which was not hired due to the start date of new Administration. The primary hiring and onboarding focus was on classroom teachers and classified staff.

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

The 2025-2026 SPSA includes very specific, realistic, and time-bound goals that are cost-efficient and based on student performance data, as well as community survey results from staff, families/caregivers, and students. The use of technology-based curriculum that was piloted in 2024-25 and an analysis of teacher observation suggests the goals upcoming school year are appropriate and informed by priority needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction tailored to their needs through an equity lens, as measured on CAASPP Math for grades 3-6 and local Benchmark Assessments for K-2.

The overall student population will increase performance on CAASPP Math by 5% in Standard Met or Exceeded.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

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

### Identified Need

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

Results from the 2023-2024 CAASPP indicated that overall 2.67% of 3rd-6th grade students met or exceeded standards in Mathematics. In Concepts and Procedures, 20.29% of students scored at or near standard, with over 79% not meeting standards. In Communicating Reasoning, 38.57% of students scored at or near standard, a decline from the past, when 46% scored at or near standard. Particular attention must be paid to the school's English Learner population. Over 80% of the EL population did not meet the standards in Grades 3 and 4, and over 90% did not meet the standards in Grades 5 and 6.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (3rd-6th)	Overall, 5.59% of Glassbrook students exceed or meet the standard.	The overall percentage of students who meet or exceed the standard will increase by 5%, to 10.99% of students meeting or exceeding standards in Math.
Benchmark Assessment (K-2)	Not available	The overall percentage of students who meet or exceed the standard on the Benchmark Assessment for Grades K-2 in its first year of administration will be 11%.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Capacity-Building: Glassbrook leadership will align with districtwide efforts to enhance mathematics through professional development. Emphasis will be placed on research-based approaches and curriculum aimed at teaching math domains of Concepts and Procedures, Problem Solving &amp; Modeling/Data Analysis, and Communicating Reasoning. Teachers will build their capacity to support foundational math fluency, number sense, fractions, percentages, decimals, measurement, and probability/statistics.</p> <p>Guided by the Principal and teacher leaders, teachers will conduct data dives designed to guide math instruction before school begins, and at regular intervals, such as near the end of each trimester.</p> <p>Measures: Math CAT Math PT Teacher Assessments</p> <p>Staff: School Leadership Teachers Instructional Leadership Team</p>	All students	<p>3,500 Unrestricted 1000-1999: Certificated Personnel Salaries Release Time 2,000 Title I 4000-4999: Books And Supplies Math books</p>
2.2	<p>Collaborative Meetings: Teachers will be expected to commit to ongoing professional learning and data analysis to guide math instruction. Teachers will participate in biweekly collaborative meetings centered on math instruction. Data dives and teacher input will inform math instruction.</p> <p>Measures: Math CAT Math PT Teacher Assessments</p> <p>Staff: School Leadership Teachers Instructional Leadership Team</p>	All students	<p>3,500 Unrestricted 1000-1999: Certificated Personnel Salaries</p> <p>Data dives</p>
2.3	<p>Supplemental Resources: Given the fiscal situation, staff will be expected to maximize existing math curriculum and resources efficiently. Additionally, Glassbrook will purchase supplemental resources at the teacher's discretion with input from ILT, such as math picture books</p>		<p>3,000 Title I 4000-4999: Books And Supplies Professional and instructional resources</p>



	<p>and manipulatives for students, and professional books for teachers.</p> <p>Measures: Math CAT Math PT Teacher Assessments</p> <p>Staff: School Leadership Teachers Instructional Leadership Team</p> <p>Potential Professional Resources for Teachers: -Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning by Peter Liljedahl -Number Talks Common Core Edition, Grades K-5: Helping Children Build Mental Math and Computation Strategies by Sherry Parrish</p> <p>Potential Instructional Resources for Students: -Manipulatives -Math games -Math picture books</p>		
<b>2.4</b>	<p>Small-Group Instruction: Following a successful pilot in 2024-2025, Glassbrook will continue its partnership with Sylvan Learning™ to provide small-group math instruction during school time for a pre-determined period of time.</p> <p>Measures: Sylvan Data Math CAT Math PT Teacher Assessments</p> <p>Staff: School Leadership Teachers Instructional Leadership Team</p>		<p>48,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Sylvan</p>

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The goals of the 2024-25 SPSA were ambiguous and impractical given the staff turnover. Sixty percent (60%) of classroom teachers were new this year, and the primary focus was on establishing a culture of learning in the classroom

and a safe and welcoming school community. Once the Instructional Leadership Team (ILT) led data analysis sessions, teachers identified the urgency around this goal and requested resources to support math instruction.

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

Math coaching was provided to teachers who expressed interest in 1:1 support. All teachers also participated in math professional learning experiences led by the District Math Coach.

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

The 2025-2026 SPSA includes very specific, realistic, and time-bound goals that are cost-efficient and based on student performance data, as well as community survey results from staff, families/caregivers, and students. The use of Sylvan tutoring service on-site that was piloted in 2024-25 and an analysis of teacher observation suggests the goals upcoming school year are appropriate and informed by priority needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### **Deeper Learning -- English Language Development**

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard by 16%. Only 36.3% of students moved up at least one level. Glassbrook will increase this number to 50% through strategic targeting of specialized instruction most specifically for all 4 levels. This will raise the overall number of students with improved English proficiency.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

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

### Identified Need

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

This area is a serious concern given the increasingly high number of English Learners (ELs) at Glassbrook, which was 342 in 2023-2024, when only 16 students reclassified as FEP according to ELPAC data. California Dashboard data indicates that Glassbrook's percentage of English Learners (68.7%) far exceeds the Hayward Unified's overall percentage of 29%, as well as Alameda County's 19.9% and California's 18.4%. The overall performance levels based on 2023-24 ELPAC were as follows:

Level 1 = 45.91% (Nearly half of ELs at Glassbrook scored at this lowest level)

Level 2 = 28.36% (Nearly 1/3 of ELs at Glassbrook scored at this second lowest level)

Level 3 = 19.88% (Nearly 20% of ELs at Glassbrook scored at this level and may be considered "Long-Term ELs" or at-risk of becoming LTELs)

Level 4 = 5.85% (The lowest percentage of ELs at Glassbrook are scoring at the highest level)

According to the English Learner Progress Indicator (ELPI), 36.3% of ELs progressed at least one level in their overall English language proficiency. Another 54% of students' growth in English remained stagnant while for 9.3% of EL's, English proficiency decreased.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Approximately 36.3% of students progressed at least one level on the Summative ELPAC.	At least 50% of students will progress at least one level on the Summative ELPAC (an increase of 13%)
Reclassification Rate	5.85% of students meet a level 4 proficiency level on the Summative ELPAC.	At least 11% of students will meet a level 4 proficiency on the Summative ELPAC (an increase of 5.15%)
Improvement for Long-Term ELs	28.36% of students meet a level 2 proficiency level and 19.88% meet a level 3 proficiency level on the ELPAC	25% of students at levels 2 and 3 will advance at least one level
Improvement for Level 1 ELs	Summative ELPAC 45.91% of Level 1 ELs	5-10% of students classified as Level 1 ELs will advance at least one level on the Summative ELPAC

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Capacity-Building: Given the anticipated staff turnover, teachers and classified staff need to gain awareness about the current EL landscape and data trends at Glassbrook Elementary. Early in the school year, the principal and EL Specialist will provide professional development about effective, research-based ELD practices, and present goals and objectives to improve English Learner Progress to ensure alignment and coherence.</p> <p>Staff buy-in and support for the district's Master Plan for Multilingual Learners, coupled with an understanding of the design and expectations in every domain of the ELPAC Summative Assessment are important in addressing target skills.</p> <p>Measures: ELPAC Assessment Reclassification Rates Monthly Assessments End-of-Trimester Assessments</p> <p>Staff: School Leadership ELL Specialist ELD Teachers Paraprofessional Educators</p>	Multilingual Students	3,500 Unrestricted 1000-1999: Certificated Personnel Salaries Release time
3.2	<p>Collaborative Meetings: Teachers and paraprofessionals will be expected to commit to ongoing professional learning and data analysis to guide ELD instruction. Teachers will participate in biweekly collaborative meetings centered on ELD instruction. Data dives and teacher input will inform EL progress efforts.</p>	Multilingual Students	3,500 Unrestricted 1000-1999: Certificated Personnel Salaries Data dives

	<p>Measures:  ELPAC Assessment  Reclassification Rates  Monthly Assessments  End-of-Trimester Assessments</p> <p>Staff:  School Leadership  ELL Specialist  ELD Teachers  Paraprofessional Educators</p>		
<b>3.3</b>	<p>Supplemental Programs:  Given the fiscal situation, staff must also use available curriculum and resources effectively. Additionally, Glassbrook will purchase high-quality, supplemental, technology-based programs to support engaging ELD instruction, including but not limited to Lexia Learning Systems™ and Project Read™ (piloted in 2024-25 with success, and inclusive of a strong ELD component).</p> <p>Measures:  ELPAC Assessment  Reclassification Rates  Monthly Assessments  End-of-Trimester Assessments  Lexia™  Project Read™</p> <p>Staff:  School Leadership  ELL Specialist  ELD Teachers  Paraprofessional Educators</p>	Multilingual Students	15,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Lexia/Project Read
<b>3.4</b>	<p>Small-Group Instruction:  The Glassbrook paraprofessionals, will provide small-group instruction to students at the cusp of transitioning levels based on the Summative ELPAC, and work closely with ELD teachers to ensure that instructional goals are met. This will be provide during after-school time for a pre-determined period of time to help meet instructional needs and prepare students for the ELPAC.</p> <p>Measures:  ELPAC Assessment  Reclassification Rates  Monthly Assessments  End-of-Trimester Assessments</p> <p>Staff:  School Leadership  ELL Specialist  ELD Teachers  Paraprofessional Educators</p>	Multilingual Students	15,000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Paraprofessionals - extra hrs. for after-school 10,000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teachers - extra hrs. for after-school

# Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Despite some progress in this area, Glassbrook's high percentage of ELs, newcomers, and long-term ELs called for immediate steps and attention. A team effort led by the Administration and EL Specialist, and paraprofessionals helped to ensure that ELD instruction was carefully monitored, supported, and informed by best practices. Shifting the past practices and mindsets about what to do for each English proficiency level was necessary (e.g., dispel the myth that Level 1 ELs only learn via auditory means), and this was achieved by setting expectations and clarifying what students must learn and be exposed to in each level in order to progress, as well as providing appropriate instructional materials for teachers. We will continue to refine instructional practices via on-site coaching and professional development for new teachers.

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

Given the urgency around this goal in 2024-25, Glassbrook utilized ELO-P funds to conduct after-school ELD intervention, as well as ELPAC preparation via the ELPAC Academy. The original plan to invest those funds in books and supplies was discarded. This is expected to continue in 2025-26 with the use of CSI funds, as students made noticeable progress.

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

The 2025-2026 SPSA includes very specific, realistic, and time-bound goals that are cost-efficient and based on student performance data, as well as community survey results from staff, families/caregivers, and students. The use of technology-based Lexia ELD component and Project Read on-site that was piloted in 2024-25 and an analysis of teacher observation suggests the goals upcoming school year are appropriate and informed by priority needs. Given the swept ELO-P funds, we will use CSI funds to purchase these programs and continue to provide after-school interventions, including the ELPAC Academy.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Deeper Learning -- Visual and Performing Arts

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Approximately 85% of students at Glassbrook are socioeconomically disadvantaged, which means they are likely to have limited exposure to quality visual and performing arts (VAPA) beyond the Art Literacy, choral, and instrumental classes they receive on-site. In 2024-2025, Glassbrook launched an Arts Committee aimed at developing the VAPA Plan for the investment of Prop 28 funds. While we were able to secure a vibrant school mural and school assemblies as a result, the Prop 28 funds will not be available in 2025-2026, forcing us to be more creative to provide increasingly equitable access to the arts for our students.

### Annual Measurable Outcomes

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

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

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Promote arts integration throughout the curriculum by improving access to quality curriculum, materials and supplies.	All students	1,000 Title I 4000-4999: Books And Supplies Art Supplies
4.2	Strengthen curricular connections between core instruction in history/social science and VAPA	Intermediate Grades	4,500 Title I

	instruction through schoolwide assemblies, including but not limited to the following:  CA Weekly Explorer interactive, play-based history/social studies presentations: A. Walk Through California for 4th graders B. Walk Through the American Revolution for 5th graders C. Walk Through Ancient World for 6th graders		5000-5999: Services And Other Operating Expenditures Assemblies
4.3	Promote VAPA-related study trips across all grade levels	All students	3,500 Title I 5000-5999: Services And Other Operating Expenditures Study Trips
4.4	Purchase additional instruments for students.	All Students	2,500 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Instruments

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

As a community school, Glassbrook understands the importance of the arts in providing a well-rounded, equitable and enriching educational experience for students. We leaned heavily on our arts prep teachers to continue this emphasis during the first part of the 2024-25 school year, pivoting to strategizing for Prop 28 funds in the second trimester. All other goals on the SPSA were not as tangible, measurable, or financially impactful.

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

During the second trimester of 2024-25, the Prop 28 Arts Committee convened regularly and developed a robust plan for spend-down of available funds. As a result, Glassbrook was able to incorporate a beautiful mural depicting culturally diverse role models, and to select and purchase the Arts Attack curriculum. Access to equitable, high-quality arts learning opportunities was increased for our students.

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

Given the sweeping of Prop 28 arts funds due to the budget crisis, we aim to blend and braid other available funds to continue our focus on VAPA to promote arts integration and creativity at Glassbrook. Based on feedback from staff, families/caregivers, and students, we will realize our goals of scheduling VAPA-related field trips, purchasing arts materials and musical instruments, and bringing play-based assemblies that bring history to life by engaging students in performances. These goals are appropriate, specific, and time-bound while maximizing available funds.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### **Relationship-Centered Schools -- School Climate and Social Emotional Learning**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-Wide Surveys	N/A	Create, disseminate, and support the participation of students, staff, and community members in school wide surveys related to building a school wide Mission & Vision.
CA Healthy Kids Survey	63% participation in CHKS Survey, 70% of whom report a sense of belonging at school.	95% participation in CHKS Survey with 80% of students reporting a sense of belonging at school.
COST Referral Data	88% amount of referrals for behavior or emotional help.	Decrease the amount of referrals by 5%
Social and Emotional Learning Curriculum		Select and purchase curriculum

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Launch Student / Parent Handbook in the 2025-2026 school year.	All Students	1,500 Title I 5000-5999: Services And Other Operating Expenditures Translations
5.2	Purchase Social and Emotional Learning (SEL)-Culturally Relevant Reading Curriculum	All Students	12,000 Title I 4000-4999: Books And Supplies Reading with Relevance
5.3	Implement Playworks™ for structured recess time	All Students	15,000 California Support and Improvement 5000-5999: Services And Other Operating Expenditures Package and training for implementation
5.4	Provide professional development for all staff members on anti-bullying, trauma-informed practices, and Restorative Justice practices throughout the year to build a common understanding of restorative approaches toward student behavior in and outside the classroom.	All Students	2,000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries PD
5.5	Implement Positive Behavioral Interventions and Supports (PBIS) fully.	All Students	500 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Prizes
5.7			None Specified None Specified

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Climate was the top priority at Glassbrook this year, as it sets the stage for academic learning. While visionary, the goals and strategies set forth in the 2024-25 SPSA for this area were overly ambitious and in need of foundational steps, such as building internal systems to address climate needs around restoring a sense of community, belonging, and connectedness. The new Administration conducted an "Environmental Landscape," which included observations and feedback from staff, parents/caregivers, and students in order to make informed decisions the school climate. The decision to establish a Culture, Climate and Equity Committee led to the implementation of early Positive Behavioral Interventions and Supports (PBIS), which included positive reinforcement measures (e.g., Tiger Paws), as well as a Progressive Discipline Matrix for staff to follow. Administration modeled Restorative Justice approaches to discipline and created systems to implement fair and firm behavior measures, including a weekly Accountability Time period (formerly

known as detention) for a few students who failed to respond to warnings, behavior plans, or parent contacts. A weekly Student Store was set up to reward students for modeling behavioral expectations, and an End-of-Trimester Awards Assembly was organized to recognize those who made progress with academics and/or behavior. Several Spirit Weeks were organized for the school. As a result, we saw an overall improvement in behavior, as evidenced by a noticeable reduction in fights and disrespectful behavior at the start of school due to the lack of consistent discipline methods and unclear behavioral expectations from prior years.

Early in the school year, staff were trained in the COST process. The school's COST convened regularly and processed 127 referrals (88 Tier 1 and 39 Tier 2) as of May, 2025. Of those referrals, 72 students were referred for individual counseling, 22 for group counseling, 16 for SST, 16 for newcomer services, and 6 for individualized intervention.

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

The Administration worked closely with the Site-Based Decision Making Committee to finalize the Student and Family Handbook started but unfinished in the prior year. Significant staff input was incorporated to increase understanding and buy-in for implementation. Portions of the handbook were piloted, and full implementation is expected in the year ahead.

The Community Schools Committee approved trauma-informed practices training for staff, which was well-attended.

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

In school year 2025-26, Glassbrook will implement systemic Social and Emotional Learning (SEL) as an approach. The purchase of curriculum and provision of professional development will facilitate the understanding that SEL is embedded throughout the school day across subjects, and that rather than being "something to add to teachers' plates," it actually represents the plate on which everything is served for students to maximize mental, emotional, and social health so that intellectual development can successfully take place. Strategically, the selection of the Reading with Relevance SEL curriculum was made in consultation with the Instructional Leadership Team (ILT) as a way to combine SEL with literacy instruction via an evidence-based, CASEL-approved program locally developed and widely used by populations similar to Glassbrook with success.

In addition, given that Glassbrook lacks decent playground equipment for intermediate grades and students are unlearning years of lack of structure as far as behavior is concerned, we will partner with Playworks to bring organized play during recess. This will support students with building SEL skills, reduce the number of behavioral issues taking place during recess, and likely increase attendance while minimizing the likelihood of suspensions, as data from the current year suggests the most serious transgressions occur during lunch recess.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Parent Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation Sign-Ins	N/A	At least one parent per class per event
Post event surveys	N/A	Post event surveys
Parent volunteers	N/A	Increase the number of volunteers to at least 2/class

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Provide parent education workshops on identified topics of interest such as adolescent mental health, nutrition, parenting, anti-bullying, and ESL for adults.	All Students	In Kind None Specified Vendors
6.2	Subsidize cost of fingerprinting for interested volunteers.	All Students	1,000 Title I 5000-5999: Services And Other Operating Expenditures Fingerprinting Costs 605 Title 1: Parent Allocation Fingerprinting Costs
6.3	Provide opportunities for parents involved in advisory bodies opportunities to be trained for full participation.	All Students	None Specified

			District: SBDM, SSC, ELAC, ASAAI
6.4	Continue to provide English as a Second Language (ESL) classes on-site.	All Students	0 District Funded

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

It was a challenge to go without a full-time FES for the majority of 2024-25 due to a leave (through no fault of her own). Updating parent portal information and jumpstarting parent engagement were priorities for the Office Team and occasional, part-time FES. Nonetheless, the use of Blackboard, SMORE, and Class Dojo was effective in providing consistent, ongoing communication to families. Administration also managed to engage parents through multiple events, such as Family Orientation Night prior to Back-to-School Night, Coffee with the Principal, Science Night, Family Game Night, Movie Night, and other convenings, including new End-of-Trimester Award Assemblies to recognize students for exemplary behavior and outstanding academics. Additionally, ESL evening classes for parents began in 2025 in partnership with the Hayward Adult School. Parents were successfully elected to School Site Council and School-Based Decision Making. A core group of parents attended ELAC consistently, and also participated in school fundraisers, Family Night, and the Multicultural Festival. Once the FES returned from leave, additional parent engagement opportunities were made available, including a nutrition education series.

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

Not all allocated funds were utilized to support parent involvement by subsidizing the cost of fingerprinting required for formal volunteer clearance. However, the school saw an increase in volunteers and promoted meaningful volunteer opportunities to increase family engagement. Restoring relationships with families was a top priority given the circumstances in the year prior. This was accomplished with hard work and dedication from the Office Team, Administration, and staff working collectively to build trusting relationships.

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

In the upcoming school year 2025-26, efforts will be made to provide pressing parent education opportunities for families around youth mental health, nutrition, anti-bullying, and other priorities, such as social and emotional learning. Given observations and experiences from 2024-25, it is imperative that parents/caregivers access this information early on.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	Chronic Absenteeism Rate: 26.9% for all students	Chronic Absenteeism Rate: 5-9% for all students

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Develop a schoolwide Attendance Campaign to raise students' and families' awareness of the school's absence policies, the relationship between attendance and academic outcomes, and fiscal impact of chronic absenteeism. The Campaign will include:</p> <p>A) Printed and digital literature for the school's Website, parent/caregiver newsletters, and Family Handbook,  B) Incentives for students with perfect and improved attendance and punctuality,  C) Schoolwide assemblies for students on attendance, and  D) Parent/caregiver information on attendance at schoolwide events, such as Back-to-School, family nights, Open House, etc.</p>	Students who have missed 70% or more of the academic school year	2,000 Title I 4000-4999: Books And Supplies Supplies

7.2	Fund a full-time attendance clerk to support attendance efforts.	All students	15,000 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Attendance clerk 0.25 FTE (0.75 paid for by general funds)

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The achievement of this goal was likely affected by the lack of full-time staffing in the prior school year and changes in school leadership, leading to lack of follow-up with families and clear expectations and understanding of the importance of daily attendance as it pertains to fiscal impact and academic learning. A full-time attendance clerk was hired and onboarded in July, 2024, but the position was reduced and the staff person laid off due to funding reductions in the spring of 2025. Nonetheless, efforts were made to quickly establish a new Tardy Policy and to communicate with families on chronic absences. This efforts are expected to intensify moving forward.

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

No expenditures were dedicated to this area in 2024-25, resulting in a decline of 17.8 points in attendance.

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

In 2025-26, expenditures focused on an Attendance Campaign and a full-time Attendance Clerk are expected to raise awareness of state regulations concerning school attendance. Often, families are unaware of the legal requirements governing their children's attendance, the impact to academic development, and available resources to provide foundational supports. To address this, substantial time, effort, and resources will be invested in helping families understand and adhere to attendance policies, and a full-time Attendance Clerk will be funded to support this important area.



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$60,526.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$211,105.00
Total Federal Funds Provided to the School from the LEA for CSI	\$86,319.00

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$125,000.00
Title I	\$32,500.00

Subtotal of additional federal funds included for this school: \$157,500.00

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

State or Local Programs	Allocation (\$)
California Support and Improvement	\$15,000.00
District Funded	\$0.00
LCFF Supplemental and Concentration Funds	\$17,000.00
Title 1: Parent Allocation	\$605.00
Unrestricted	\$21,000.00

Subtotal of state or local funds included for this school: \$53,605.00

Total of federal, state, and/or local funds for this school: \$211,105.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	45,022.00	45,022.00
Title I	59,921.00	27,421.00

## Expenditures by Funding Source

Funding Source	Amount
California Support and Improvement	15,000.00
Comprehensive Support and Improvement (CSI)	125,000.00
District Funded	0.00
LCFF Supplemental and Concentration Funds	17,000.00
Title 1: Parent Allocation	605.00
Title I	32,500.00
Unrestricted	21,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	33,000.00
2000-2999: Classified Personnel Salaries	49,000.00
4000-4999: Books And Supplies	25,000.00
5000-5999: Services And Other Operating Expenditures	103,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	California Support and Improvement	15,000.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	10,000.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	34,000.00

4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	3,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	78,000.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	15,000.00
	Title 1: Parent Allocation	605.00
4000-4999: Books And Supplies	Title I	22,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,500.00
1000-1999: Certificated Personnel Salaries	Unrestricted	21,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,000.00
Goal 2	60,000.00
Goal 3	47,000.00
Goal 4	11,500.00
Goal 5	31,000.00
Goal 6	1,605.00
Goal 7	17,000.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Dr. Nora Molina-Zamora	Principal
Dr. Hou Chun Kuong	Classroom Teacher
Kathleen Enriquez	Classroom Teacher
Cyntia Leyva Garcia	Classroom Teacher
Edith Ochoa	Parent or Community Member
Jonathan Delgado	Parent or Community Member
Elida Wences	Parent or Community Member
María del Carmen Camilo Pablo	Parent or Community Member
María Castañeda	Parent or Community Member
Cristina Delgadillo	Other School Staff

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

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

**Signature**

**Committee or Advisory Group Name**



Other: Dr. Hou Chun Kuong

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/15/25.

Attested:



Principal, Dr. Nora Molina-Zamora on 05/15/25



SSC Chairperson, Edith Ochoa on 05/15/25



ELAC Representative, Jonathan Delgado on 05/15/25