Glassbrook Elementary
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest 	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard 	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu-Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2025-26 School Description and Mission Statement

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

Glassbrook is a community school with approximately 430 students enrolled in grades Tk-6. We have a large Hispanic

2025-26 School Description and Mission Statement

population and a long-standing Spanish/English Dual-Language Program. Our demographic composition also includes Black and Afghan families–all part of a diverse tapestry reflective of South Hayward. In 2025-26, Glassbrook has welcomed 3 new teachers, a new attendance clerk, new special education teachers, several new paraprofessionals, and two speech language pathologists--finally completing a staff to serve our students, many impacted by trauma and poverty. We lean heavily on the community school pillars of shared leadership, family engagement, integrated student supports, and expanded learning to help our vibrant school thrive. Our school's vision is that students, affectionately referred to as "scholars," are happy, healthy, and high-achieving. Budget cuts limiting our ability to improve instructional quality at a faster pace include the lack of an assistant principal, the release of two paraprofessionals, a 50% cut to our family engagement position, and only one day/week for our library tech.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	60
Grade 2	58
Grade 3	69
Grade 4	61
Grade 5	70
Grade 6	72
Total Enrollment	455

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
Asian	6.4
Black or African American	4.8
Filipino	1.5
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	4.4
Two or More Races	0.9
White	5.5
English Learners	65.9
Foster Youth	0.9
Homeless	1.3
Migrant	4
Socioeconomically Disadvantaged	84.6
Students with Disabilities	13

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.3	71.65	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	0.5	2.33	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	11.64	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	3.1	14.43	58.3	5.79	15831.9	5.67
Total Teaching Positions	21.4	100	1007.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	70.54	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.52	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	13.57	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	2.5	11.31	59.5	6.06	14303.8	5.15
Total Teaching Positions	22.1	100	982	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	75	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	15	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	5	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	1	5	48.3	4.99	13705.8	4.91
Total Teaching Positions	20	100	969.1	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.00	3	1.5
Misassignments	0.50	0	1.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.50	3	3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7	0	10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	0%
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	0%
History-Social Science	K-6 Teacher's Curriculum Institute, Social Studies Alive, 2nd Edition, c2017	0%

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

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

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

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

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

Year and month of the most recent FIT report	December 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	12	11	32	34	47	48
Mathematics (grades 3-8 and 11)	6	6	20	21	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	277	263	94.95	5.05	11.41
Female	139	132	94.96	5.04	11.36
Male	138	131	94.93	5.07	11.45
American Indian or Alaska Native	0	0	0	0	0
Asian	17	13	76.47	23.53	7.69
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	210	97.67	2.33	9.52
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	25.00
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	21.43
English Learners	194	181	93.30	6.70	5.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	247	235	95.14	4.86	11.49
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	35	31	88.57	11.43	6.45

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	267	97.09	2.91	5.99
Female	137	132	96.35	3.65	3.79
Male	138	135	97.83	2.17	8.15
American Indian or Alaska Native	0	0	0	0	0
Asian	17	15	88.24	11.76	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	208	97.65	2.35	3.37
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	16.67
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	20.00
English Learners	194	187	96.39	3.61	3.74
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	245	237	96.73	3.27	6.33
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	35	31	88.57	11.43	6.45

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.14	4.55	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	66	97.06	2.94	4.55
Female	32	31	96.88	3.12	3.23
Male	36	35	97.22	2.78	5.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	50	98.04	1.96	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	45	97.83	2.17	4.44
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	58	96.67	3.33	5.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	93%	93%	93%	93%

C. Engagement	**State Priority: Parental Involvement**
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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

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

Glassbrook Elementary is also committed to building capacity for parental involvement by providing opportunities for leadership roles in school committees such as School Site Council (SSC), English Learners Advisory Committee (ELAC), Site-Based Decision Making (SBDM), and the Parent Ambassador Program (we have two Parent Ambassadors in the district's program). Parent workshops are also held throughout the year covering topics such as English Learners reclassification, nutrition, local library resources, and youth mental health. This year we are offering Parenting Skills Education targeting families of early learners, largely affected by the COVID Pandemic due to limited social exposure. Besides the traditional Back-to-School Night and Open House, we also host other evening informational events for parents, including TK/Kinder Orientations and Town Halls.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	499	133	26.7
Female	261	254	67	26.4
Male	258	245	66	26.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	5	13.9
Black or African American	24	23	15	65.2
Filipino	--	--	--	--
Hispanic or Latino	392	374	100	26.7
Native Hawaiian or Pacific Islander	21	21	6	28.6
Two or More Races	--	--	--	--
White	29	29	4	13.8
English Learners	354	345	73	21.2
Foster Youth	--	--	--	--
Homeless	12	11	5	45.5
Socioeconomically Disadvantaged	462	444	116	26.1
Students Receiving Migrant Education Services	18	18	2	11.1
Students with Disabilities	69	68	27	39.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.56	3.05	1.93	4.9	5.4	4.97	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.93	0.00
Female	1.15	0.00
Male	2.71	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.26	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	1.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.90	0.00

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

2025-26 School Safety Plan

Safety for students and staff is a high priority at Glassbrook Elementary. Students are supervised by teachers, administrators, before- and after-school program staff, and noon supervisors during the before-school program, breakfast, morning line-up, recess, lunch, during transitions (such as ELD/ALD blocks), staggered reading periods, prep periods, and during after-school hours. All visitors are required to check in and out at the front office. All staff wear official school or district badges. School doors remain locked during the school day, except for during dismissal times and when visitors enter the system after being screened by the Office Team via the security camera with a built-in speaker. School cameras and an alarm system are in place.

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

Our Comprehensive School Safety Plan (CSSP) ensures all staff and students are appropriately trained, and all emergency materials are updated and in place. Our Safety Committee is comprised of administrator, classified staff, and teachers who deliberate in addressing the site's safety concerns on a regular basis. The Safety Committee is focused on building psychological and physical safety, above all. Fire drills and lockdowns practices are conducted on a regular basis, and all staff are trained in emergency procedures, as well as accountable for implementing daily safety precautions. The school also uses an online application called Share 911 to coordinate safety disaster drills and communicate in the event of a real emergency.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	0
1	19	2	1	0
2	23	0	3	0
3	22	0	3	0
4	23	2	1	0
5	30	0	2	0
6	26	0	2	0
Other	16	2	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	2	0
1	24	0	2	0
2	21	2	1	0
3	21	2	1	0
4	30	0	2	0
5	27	0	1	0
6	30	0	2	0
Other	18	2	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	23		2	
2	22	1	1	
3	22	1	2	
4	25		2	
5	29		1	
6	29		2	
Other	20	2	3	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	469

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14544.91	5801.31	8743.60	92780.30
District	N/A	N/A	11202	$119,254
Percent Difference - School Site and District	N/A	N/A	-24.7	-25.0
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-24.2	-11.2

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2024-25 Types of Services Funded

students in Tier 3 through the Sylvan Learning, ELPAC Academy and ELD intervention for English Learners. Our CCSPP funds are being used to provide expert-level behavioral support for Tk/K teachers, fund parenting skills workshops for parents, and provide additional SEL professional development for staff. Our CSI funds currently make it possible for us to offer after-school reading and math intervention, while our Title I funds also facilitate ELD intervention for our English Learners. Our Positive Behavioral Interventions and Supports (PBIS) structure includes Tier 2 and Tier 3 services for students who require extra academic assistance, counseling or other special accommodations as identified by Individual Education Programs (IEP's) and/or 504 plans.

Our staff includes 19 full-time teachers, 1 1/2 English learning specialists, a psychologist, part-time school nurse, a full-time SEL counselor, 2 full-time EBAC counselors, and 1 part-time La Familia Counselor and case manager. In addition, we have a part-time library tech, a full-time ELD Teacher on Special Assignment, part-time language and speech and behavioral therapists, and full-time reading/literacy, special ed, and RSP paraeducators.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$82,468	$62,783
Mid-Range Teacher Salary	$115,190	$97,783
Highest Teacher Salary	$137,376	$128,020
Average Principal Salary (Elementary)	$170,657	$160,224
Average Principal Salary (Middle)	$186,320	$166,992
Average Principal Salary (High)	$203,092	$180,971
Superintendent Salary	$320,943	$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

Professional Development

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

Professional learning opportunities are offered in a variety of forums and settings. Content and support are differentiated in order to be responsive to various teachers' needs. Given the ongoing transition and restructuring at Glassbrook, professional learning has centered on meeting new teachers' needs, as well as supporting others with more teaching experience. Professional development has been offered on these topics: Literacy, mathematics, social and emotional learning (SEL), and body boundaries.

The principal performs regular classroom visits to complete observations and provide ongoing feedback to teachers on-site. Grade-level and cross-level teams participate in biweekly collaboration meetings. During this time, staff engage in data analysis, instructional planning, and exploration of best practices based on topics of their choice, or as recommended by the site's ILT, which often provides informal training and staff meeting updates.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3