



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	5/11/2026	6/24/26

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:

<p>Schoolwide Program</p> <p>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</p>

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:

Schoolwide Program

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 2025-2026 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.

About 136 students (approximately 1/3 of the total student population) will be taught by first- or second-year teachers in 2025-2026 as a result of a change in leadership and restructuring that took place in the prior school year. Five out of

seventeen (5/17) general education teachers will either be enrolled in a teaching credential program or completing their teacher induction program after receiving a preliminary credential.

Additionally, the district's Budget Solvency Plan required reductions to the library media technician's and the family engagement specialist's time, and eliminated the half-time assistant principal's position, the part-time custodian, as well as two full-time para educator positions formerly dedicated to serving multilingual/English learners (MLs/ELs). These staffing reductions inevitably impacted the quality and quantity of services for a high-needs student population.

Lastly, Glassbrook does not currently have a science prep teacher or science lab on the premises. With literacy and math as the highest priorities, teachers emphasize those areas in the classroom, so professional development and curriculum in science has been lacking. This will be a topic of conversation in the coming school year.

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's overall performance was in the orange indicator for English Language Arts (ELA), and in the red indicator for Chronic Absenteeism, Mathematics, and Science.

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.

No student group was two or more performance levels below the "all student" performance.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	4.48%	4.84%	4.88%	21	22	21
Asian	6.40%	6.37%	9.53%	30	29	41
Filipino	1.49%	1.54%	2.33%	7	7	10
Hispanic/Latino	76.76%	75.38%	73.72%	360	343	317
Pacific Islander	3.41%	4.40%	3.95%	16	20	17
White	4.90%	5.49%	4.42%	23	25	19
Multiple/No Response	1.71%	0.88%	0.70%	8	4	3
Total Enrollment				469	455	430

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		18	20
Kindergarten	53	47	49
Grade 1	51	60	52
Grade 2	67	58	53
Grade3	64	69	56
Grade 4	72	61	73
Grade 5	68	70	64
Grade 6	70	72	63
Total Enrollment	469	455	430

Conclusions based on this data:

1. Noticeable Declines in Enrollment: Our Hispanic/Latino student population has decreased in the past two years. There were 26 fewer Hispanic/Latino students enrolled in 2025-26 at Glassbrook than the prior year. In addition, the number of White students enrolled in 2025-26 declined by 6.
2. Increases in Enrollment: There was an increase of 12 Asian students from the prior year, as well as an increase of 3 Filipino students enrolled at Glassbrook in 2025-26.

3. Grade 4 had the highest number of students at Glassbrook in 2025-26, which will impact planning for grades 5 and 6, possibly necessitating combination classes in the coming year.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	322	300	279	66.0%	68.7%	64.9%
Fluent English Proficient (FEP)	59	58	57	17.3%	12.6%	13.3%
Reclassified Fluent English Proficient (RFEP)				12.0%		

Conclusions based on this data:

1. EL enrollment decreased by 7% from 300 to 279 this school year.
2. The percentage of IFEP students has remained relatively consistent, declining by one student only in each of the last two years.
3. Nearly 11% (32 students) achieved a 4 on the 24-25 ELPAC and 27 of the 32 (84%) were reclassified.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	68	61	69	62	58	64	61	58	64	91.2	95.1	92.8
Grade 4	67	73	66	63	66	63	63	66	63	94.0	90.4	95.5
Grade 5	70	71	66	65	67	64	65	67	64	92.9	94.4	97
Grade 6	72	66	70	69	60	66	69	60	66	95.8	90.9	94.3
All Grades	277	271	271	259	251	257	258	251	257	93.5	92.6	94.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2327.	2319.	2309.	3.28	1.72	4.69	4.92	6.90	4.69	13.11	13.79	15.63	78.69	77.59	75.00
Grade 4	2353.	2362.	2363.	1.59	3.03	1.59	9.52	7.58	9.52	15.87	19.70	19.05	73.02	69.70	69.84
Grade 5	2409.	2384.	2416.	4.62	4.48	3.13	12.31	8.96	9.38	16.92	11.94	32.81	66.15	74.63	54.69
Grade 6	2430.	2416.	2436.	5.80	3.33	1.52	4.35	10.00	12.12	28.99	16.67	30.30	60.87	70.00	56.06
All Grades	N/A	N/A	N/A	3.88	3.19	2.72	7.75	8.37	8.95	18.99	15.54	24.51	69.38	72.91	63.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.64	1.72	1.56	45.90	44.83	39.06	52.46	53.45	59.38
Grade 4	1.61	3.03	3.17	51.61	51.52	50.79	46.77	45.45	46.03
Grade 5	9.23	5.97	3.13	38.46	35.82	59.38	52.31	58.21	37.50
Grade 6	1.45	6.67	3.03	42.03	25.00	40.91	56.52	68.33	56.06
All Grades	3.50	4.38	2.72	44.36	39.44	47.47	52.14	56.18	49.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.69	1.72	1.59	30.51	25.86	23.81	67.80	72.41	74.60
Grade 4	0.00	3.03	0.00	25.81	30.30	42.86	74.19	66.67	57.14
Grade 5	4.69	7.46	3.13	43.75	31.34	39.06	51.56	61.19	57.81
Grade 6	2.94	1.67	1.54	41.18	28.33	35.38	55.88	70.00	63.08
All Grades	2.37	3.59	1.57	35.57	29.08	35.29	62.06	67.33	63.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.92	1.72	4.69	60.66	60.34	56.25	34.43	37.93	39.06
Grade 4	0.00	1.52	1.59	66.13	66.67	66.67	33.87	31.82	31.75
Grade 5	6.15	4.48	6.25	53.85	64.18	62.50	40.00	31.34	31.25
Grade 6	4.35	6.67	0.00	69.57	51.67	74.24	26.09	41.67	25.76
All Grades	3.89	3.59	3.11	62.65	60.96	64.98	33.46	35.46	31.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.64	1.72	3.13	47.54	53.45	48.44	50.82	44.83	48.44
Grade 4	3.17	1.52	7.94	55.56	59.09	36.51	41.27	39.39	55.56
Grade 5	7.69	2.99	4.69	47.69	43.28	57.81	44.62	53.73	37.50
Grade 6	5.80	3.33	4.55	55.07	53.33	62.12	39.13	43.33	33.33
All Grades	4.65	2.39	5.06	51.55	52.19	51.36	43.80	45.42	43.58

Conclusions based on this data:

- Overall analysis for English Language Arts:
The percentage of enrolled students tested increased by 2.2% in 2024-25 at Glassbrook.

Only 11.67% of students who took the CAASPP met or exceeded the standard in ELA, a slight increase from 11.56% in the 2023-24 school year.

As measured by the percentage of students who met or exceeded the standard in ELA, 4th grade outperformed 3rd grade, 5th grade outperformed 4th grade, and 6th grade outperformed 5th grade, which suggests that performance improves the longer students are enrolled at Glassbrook.

2. Strengths to leverage: Listening and Research/Inquiry

Listening is a potential strength at Glassbrook Elementary, where in 2024-2025, 64.98% of 3rd-6th graders scored at or near standard, compared to 60.96% in 2023-2024.

Another potential strength is Research/Inquiry, where the percentage of students at or near standard was 51.36%, and the percentage of students above standard increased to 5.06% in 2024-25 from 2.39% in 2023-2024.

3. Reading as a priority:

The percentage of students below standard in reading was 49.81% in 2024-25, an improvement from 56.81% in 2023-24. The percentage of students at or near standard was 47.47%, an increase from 39.44% in 2023-2024. In addition, the percentage of students above standard declined from 4.38% in 2023-24 to 2.72% in 2024-2025. These trends suggest the majority of Glassbrook students who take the CAASPP are progressing, but nearly half are in need of intensive intervention to meet grade-level reading expectations.

Writing as a priority:

The percentage of students below standard in writing was 63.14% in 2024-25, an improvement from 67.33% in 2023-24. The percentage of students at or near standard was 35.29%, an increase from 29.08% in 2023-2024. These small gains suggest that most students who take the CAASPP are progressing, but nearly two-thirds are in need of intensive intervention to meet grade-level writing expectations. In addition, the percentage of students above standard declined from 3.59% in 2023-24 to 1.57% in 2024-25, which signals a need to engage and challenge students who are performing at or above grade level in writing to prevent further regressions.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	68	62	69	65	62	67	64	62	67	95.6	100	97.1
Grade 4	67	73	65	62	70	63	62	70	63	92.5	95.9	96.9
Grade 5	70	71	66	66	70	64	66	70	64	94.3	98.6	97
Grade 6	72	66	69	70	65	67	70	65	67	97.2	98.5	97.1
All Grades	277	272	269	263	267	261	262	267	261	94.9	98.2	97

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2350.	2342.	2336.	1.56	0.00	2.99	1.56	8.06	4.48	23.44	27.42	13.43	73.44	64.52	79.10
Grade 4	2360.	2371.	2377.	0.00	0.00	0.00	1.61	5.71	6.35	20.97	21.43	26.98	77.42	72.86	66.67
Grade 5	2380.	2375.	2384.	1.52	1.43	1.56	3.03	4.29	4.69	12.12	11.43	10.94	83.33	82.86	82.81
Grade 6	2394.	2390.	2392.	1.43	4.62	0.00	4.29	0.00	2.99	11.43	15.38	14.93	82.86	80.00	82.09
Grade 11															
All Grades	N/A	N/A	N/A	1.15	1.50	1.15	2.67	4.49	4.60	16.79	18.73	16.48	79.39	75.28	77.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.13	3.23	0.00	39.06	40.32	31.34	57.81	56.45	68.66
Grade 4	0.00	2.86	1.59	12.90	25.71	23.81	87.10	71.43	74.60
Grade 5	1.52	2.86	0.00	10.61	20.00	20.31	87.88	77.14	79.69
Grade 6	0.00	1.54	1.49	20.29	10.77	13.43	79.71	87.69	85.07
Grade 11									
All Grades	1.15	2.62	0.77	20.69	23.97	22.22	78.16	73.41	77.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.56	1.61	5.97	28.13	29.03	20.90	70.31	69.35	73.13
Grade 4	0.00	0.00	1.59	27.42	25.71	34.92	72.58	74.29	63.49
Grade 5	1.52	1.43	1.56	33.33	24.29	23.44	65.15	74.29	75.00
Grade 6	1.43	3.08	0.00	22.86	13.85	34.33	75.71	83.08	65.67
All Grades	1.15	1.50	2.30	27.86	23.22	28.35	70.99	75.28	69.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.56	1.61	2.99	57.81	46.77	46.27	40.63	51.61	50.75
Grade 4	3.23	0.00	1.59	41.94	37.14	52.38	54.84	62.86	46.03
Grade 5	1.52	1.43	1.56	40.91	35.71	37.50	57.58	62.86	60.94
Grade 6	0.00	3.08	1.49	38.57	35.38	34.33	61.43	61.54	64.18
All Grades	1.53	1.50	1.92	44.66	38.58	42.53	53.82	59.93	55.56

Conclusions based on this data:

- Overall 2024-25 Analysis:

The percentage of students who met or exceeded the standard in math in 2024-25 was 5.75%, a slight decrease from 5.99% in the prior year.

As measured by the percentage of students who met or exceeded the standard in math, 3rd grade had the highest percentage of students who met or exceeded the standard in 2024-25 (7.47%), followed by 4th grade (6.35%), which slightly outperformed 5th grade (6.25%). By comparison, only 2.99% of 6th grade met or exceeded the standard, which is a 1.63% decline from the prior year. Students' performance in math seemed to decrease as the students moved up in grades in 2024-25. However, grades 4 and 5 did experience slight increases of 0.64% and 0.53%, respectively, from the prior year.

These data trends suggest an urgent need to provide intensive math intervention and improve the quality of math instruction in general. Math is now the highest priority.
- In math, 77.01% of Glassbrook Elementary students scored below standard in Concepts & Procedures in 2024-25 (an increase from 73.41% the prior year), 69.35% scored below standard in Problem Solving & Modeling/Data

Analysis (a positive decline from 75.28% the prior year), and 55.56% scored below standard in Communicating Reasoning (a positive decline from 59.56% the prior year).

The percentage of Glassbrook students who scored at or near standard in Concepts & Procedures in 2024-25 was 22.22% (a decline of 1.75% from the prior year), compared to the percentage of students who scored at or near standard in Problem Solving & Modeling/Data Analysis (28.35%, an increase from 23.22% the prior year), and the percentage of students who scored at or near standard in Communicating Reasoning (42.53%, an increase from 38.58% the prior year).

The percentage of Glassbrook students who scored above standard in Concepts & Procedures declined from 2.62% in 2023-24 to 0.77% in 2024-25, while the percentage of students who scored above standard in Problem Solving & Modeling/Data Analysis improved to 2.30% in 2024-25 from 1.50% in 2023-24, and the percentage of students who scored above standard in Communicating Reasoning also increased to 1.92% in 2024-25 from 1.50% in 2023-24.

These data trends suggest Concepts & Procedures as the highest math priority. While some slight gains were made in Problem Solving & Modeling/Data Analysis, as well as Communicating Reasoning, over half of Glassbrook students are currently below the standard.

3. Grade-level analysis:

Zero percent of students in 3rd and 5th grade were at above standard in Concepts & Procedures, were only 1.49% of 6th graders were at or above standard. Zero percent of students in 6th grade were also at or above standard in Problem Solving & Modeling/Data Analysis, and 1.49% of 6th graders were at or above standard in Communicating Reasoning in 2024-25. These data suggest a strong need to strengthen math instruction and provide intensive intervention across the board.

In 3rd grade, 31.34% of students were at or near standard, while 34.92% of 4th grade students were at or near standard in Problem Solving & Modeling/Data Analysis, and 52.38% of 4th graders were at or near standard in Communicating Reasoning. These data suggest a potential for marked improvement through targeted math intervention.

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 \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1349.8	1370.8	1364.7	1361.3	1389.2	1378.0	1322.5	1327.7	1333.9	53	53	35
1	1372.3	1381.6	1396.1	1364.7	1388.6	1403.8	1379.5	1374.1	1387.8	43	43	36
2	1427.6	1409.3	1416.2	1434.8	1397.0	1425.8	1419.9	1420.9	1406.0	50	54	46
3	1446.3	1456.1	1443.5	1439.5	1451.0	1426.5	1452.6	1460.7	1460.1	49	48	56
4	1460.6	1470.3	1487.3	1444.4	1467.1	1485.9	1476.2	1472.9	1488.1	49	53	48
5	1478.4	1482.1	1519.1	1468.6	1477.9	1513.6	1487.6	1485.8	1524.0	44	50	46
6	1484.6	1474.3	1496.2	1472.3	1454.2	1480.7	1496.4	1493.8	1511.1	37	41	43
All Grades										325	342	310

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1.89	5.66	0.00	15.09	15.09	14.29	20.75	30.19	31.43	62.26	49.06	54.29	53	53	35
1	0.00	4.65	2.78	4.65	6.98	13.89	32.56	16.28	19.44	62.79	72.09	63.89	43	43	36
2	2.00	0.00	0.00	18.00	20.37	15.22	34.00	27.78	34.78	46.00	51.85	50.00	50	54	46
3	4.08	6.25	5.36	18.37	22.92	14.29	38.78	29.17	25.00	38.78	41.67	55.36	49	48	56
4	2.04	5.66	16.67	34.69	26.42	31.25	24.49	32.08	20.83	38.78	35.85	31.25	49	53	48
5	6.82	16.00	23.91	22.73	22.00	28.26	29.55	28.00	28.26	40.91	34.00	19.57	44	50	46
6	10.81	2.44	20.93	27.03	24.39	18.60	21.62	34.15	30.23	40.54	39.02	30.23	37	41	43
All Grades	3.69	5.85	10.32	20.00	19.88	19.68	28.92	28.36	27.10	47.38	45.91	42.90	325	342	310

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.77	18.87	0.00	13.21	11.32	22.86	18.87	22.64	22.86	64.15	47.17	54.29	53	53	35
1	2.33	6.98	5.56	4.65	18.60	25.00	34.88	23.26	25.00	58.14	51.16	44.44	43	43	36
2	6.00	7.41	8.70	24.00	18.52	15.22	38.00	27.78	41.30	32.00	46.30	34.78	50	54	46
3	16.33	18.75	8.93	34.69	31.25	16.07	14.29	12.50	25.00	34.69	37.50	50.00	49	48	56
4	16.33	11.32	29.17	32.65	47.17	31.25	18.37	16.98	16.67	32.65	24.53	22.92	49	53	48
5	18.18	28.00	43.48	34.09	30.00	30.43	15.91	12.00	10.87	31.82	30.00	15.22	44	50	46
6	21.62	4.88	25.58	27.03	39.02	27.91	18.92	21.95	16.28	32.43	34.15	30.23	37	41	43
All Grades	11.69	14.04	18.06	24.31	27.78	23.87	22.77	19.59	22.58	41.23	38.60	35.48	325	342	310

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	0.00		5.66	2.86		43.40	40.00		50.94	57.14		53	35
1		4.65	2.78		4.65	16.67		11.63	5.56		79.07	75.00		43	36
2		0.00	0.00		18.52	10.87		25.93	28.26		55.56	60.87		54	46
3		2.08	3.57		12.50	14.29		33.33	23.21		52.08	58.93		48	56
4		3.77	2.08		11.32	33.33		30.19	22.92		54.72	41.67		53	48
5		2.00	15.22		16.00	21.74		36.00	34.78		46.00	28.26		50	46
6	2.70	2.44	9.30	13.51	7.32	27.91	29.73	41.46	16.28	54.05	48.78	46.51	37	41	43
All Grades	1.85	2.05	4.84	10.15	11.11	18.71	32.62	31.87	24.52	55.38	54.97	51.94	325	342	310

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.77	15.09	5.71	24.53	41.51	57.14	71.70	43.40	37.14	53	53	35
1	13.95	9.30	16.67	39.53	51.16	50.00	46.51	39.53	33.33	43	43	36
2	12.00	9.26	8.70	60.00	46.30	56.52	28.00	44.44	34.78	50	54	46
3	8.16	12.50	8.93	55.10	43.75	41.07	36.73	43.75	50.00	49	48	56
4	14.29	18.87	22.92	55.10	56.60	41.67	30.61	24.53	35.42	49	53	48
5	13.64	14.00	19.57	61.36	52.00	63.04	25.00	34.00	17.39	44	50	46
6	16.22	9.76	13.95	51.35	48.78	48.84	32.43	41.46	37.21	37	41	43
All Grades	11.38	12.87	13.87	49.23	48.54	50.65	39.38	38.60	35.48	325	342	310

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.43	16.98	0.00	32.08	33.96	42.86	58.49	49.06	57.14	53	53	35
1	0.00	6.98	5.56	32.56	44.19	44.44	67.44	48.84	50.00	43	43	36
2	14.00	9.26	6.52	54.00	50.00	54.35	32.00	40.74	39.13	50	54	46
3	24.49	22.92	14.29	40.82	41.67	30.36	34.69	35.42	55.36	49	48	56
4	18.37	16.98	37.50	46.94	54.72	33.33	34.69	28.30	29.17	49	53	48
5	36.36	38.00	65.22	27.27	36.00	19.57	36.36	26.00	15.22	44	50	46
6	27.03	21.95	37.21	43.24	43.90	32.56	29.73	34.15	30.23	37	41	43
All Grades	18.15	19.01	24.84	39.69	43.57	36.13	42.15	37.43	39.03	325	342	310

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	0.00	37.74	49.06	45.71	62.26	50.94	54.29	53	53	35
1	4.65	4.65	5.56	16.28	27.91	25.00	79.07	67.44	69.44	43	43	36
2	2.00	0.00	2.17	36.00	48.15	32.61	62.00	51.85	65.22	50	54	46
3	2.04	0.00	1.79	32.65	29.17	25.00	65.31	70.83	73.21	49	48	56
4	2.04	1.89	2.08	40.82	35.85	47.92	57.14	62.26	50.00	49	53	48
5	4.55	4.00	15.22	38.64	46.00	45.65	56.82	50.00	39.13	44	50	46
6	5.41	2.44	6.98	24.32	24.39	34.88	70.27	73.17	58.14	37	41	43
All Grades	2.77	1.75	4.84	32.92	38.01	36.45	64.31	60.23	58.71	325	342	310

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.43	7.55	8.57	35.85	28.30	34.29	54.72	64.15	57.14	53	53	35
1	0.00	2.33	5.56	46.51	13.95	22.22	53.49	83.72	72.22	43	43	36
2	2.00	5.56	2.17	48.00	38.89	39.13	50.00	55.56	58.70	50	54	46
3	4.08	4.17	5.36	61.22	62.50	48.21	34.69	33.33	46.43	49	48	56
4	12.24	11.32	8.33	46.94	56.60	60.42	40.82	32.08	31.25	49	53	48
5	11.36	14.00	19.57	52.27	46.00	58.70	36.36	40.00	21.74	44	50	46
6	5.41	14.63	27.91	56.76	60.98	39.53	37.84	24.39	32.56	37	41	43
All Grades	6.46	8.48	10.97	49.23	43.86	44.52	44.31	47.66	44.52	325	342	310

Conclusions based on this data:

- In total, 310 Multilingual (ML) students took the ELPAC in grades K-6 in 2024-25, which is 32 fewer students than the prior year. The percentage of MLs in level 4 increased by 4.47%, which is encouraging. The percentage of MLs

performing performing at level 1 declined by 3.01% in 2024-25. Both trends are encouraging. Glassbrook continues to show steady progress in this area. Even though fewer MLs were tested, more students (32 compared to 20) reached level 4.

2. The percentage of MLs performing at level 3 in 2024-25 was 23.87% in Oral Language and 18.71% in Written Language. The percentage of MLs performing in the Somewhat/Moderately category was 50.65% in the Listening Domain, 36.13% in the Speaking Domain, 36.45% in the Reading Domain, and 44.52% in the Writing Domain.

Although the majority of MLs performing at the beginning level are naturally struggling in the Reading and Writing Domains, there was noticeable improvement in both of these areas. The percentage of MLs performing at the beginning level in the Reading Domain was 58.71% (a positive decline of 1.52% from the prior year), while the percentage of MLs performing at the beginning level in Writing Domain was 44.52% (a positive decline of 3.14% from the prior year). The percentage of MLs performing at the well-developed level in the Reading Domain was 4.84% (a 3.09% increase from the prior year), and the percentage of MLs performing at the well-developed level in the Writing Domain was 10.97% (a 2.49% increase from the prior year).

3. Glassbrook demonstrated significant progress with English Language Development in 2024-25, and will continue to ensure that more MLs advance towards reclassification as English-proficient.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
455	84.6%	65.9%	0.9%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	300	65.9%
Foster Youth	4	0.9%
Homeless	6	1.3%
Socioeconomically Disadvantaged	385	84.6%
Students with Disabilities	59	13%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.8%
American Indian	0	0.0%
Asian	29	6.4%
Filipino	7	1.5%
Hispanic	343	75.4%
Two or More Races	4	0.9%
Pacific Islander	20	4.4%
White	25	5.5%

Conclusions based on this data:

- The total number of students enrolled at Glassbrook Elementary in 2024-25 was 455, of which 300 are MLs (65.9%), 385 (84.6%) are economically disadvantaged, 4 (0.9%) are foster youth, 6 are homeless (0.1%), and 59

are students with disabilities (13%). These numbers represent a highly vulnerable student population and a clear need for ongoing Social and Emotional Learning (SEL) and high-quality instruction.

2. The majority of students at Glassbrook in 2024-25 are Hispanic/Latinx (343), followed by 29 Asian, 25 White, 22 African American, 20 Pacific Islander, 7 Filipino, and 4 two or more races. These figures reflect a very diverse school composition, considering that the Hispanic/Latinx population includes students from various Latin American origins, and there are many other sub-groups represented on campus. The dual-immersion Spanish-English program continues to be in high demand.
3. Given these demographics, Glassbrook must continue to apply a culturally responsive approach to teaching and learning, and maintain services that benefit students and families, such as counseling and family engagement.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



Green

Conclusions based on this data:

1. The English Language Arts indicator is now in the orange, while the English Learner Progress is now in the green, reflecting marked academic improvement in 2024-25, likely a result of an profound focus on literacy through data-driven instruction, intervention, and capacity-building on-site.

2. The Conditions & Climate indicator is now in the green, also signaling improvement from the prior year as result of restructuring, restorative justice, PBIS, and other factors conducive to a more positive school climate in 2024-25 under the new school administration.
3. The Chronic Absenteeism and Mathematics indicators are in the red in 2024-25, indicating a pressing need to improve student attendance and elevate math instruction.

School and Student Performance Data

Academic Performance English Language Arts

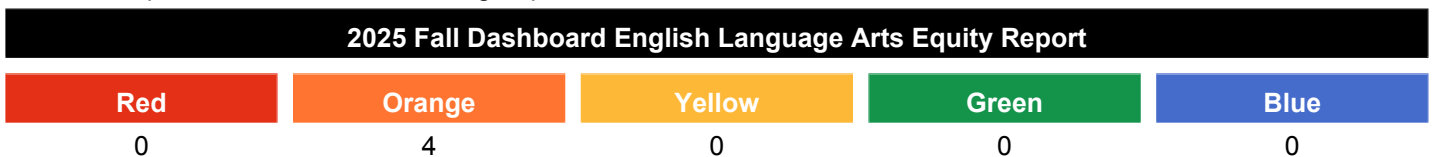
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>98.6 points below standard</p> <p>Increased 12.8 points</p> <p>247 Students</p>	<p>English Learners</p> <p>Orange</p> <p>109.5 points below standard</p> <p>Increased 15.2 points</p> <p>194 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>79.9 points below standard</p> <p>Increased 44.9 points</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>99.7 points below standard</p> <p>Increased 13.4 points</p> <p>222 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>148.2 points below standard</p> <p>Increased 6.2 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>142.5 points below standard</p> <p>Declined 38 points</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>104.5 points below standard</p> <p>Increased 15.1 points</p> <p>195 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>49.5 points below standard</p> <p>12 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>89.1 points below standard</p> <p>Increased 17.9 points</p> <p>15 Students</p>

Conclusions based on this data:

- An intense focus on language and literacy at Glassbrook in 2024-25 resulted in slight English Language Arts (ELA) improvements across most sub-groups. Although all students performed 98.6 points below standard, there was an overall 12.8 point increase from the prior year. These gains moved Glassbrook into the orange indicator, and positioned it for further growth in the coming year.

Most sub-groups improved in ELA outcomes as follows:
 Long-term English Learners (LTELs) performed 79.9 points below standard (44.9 point increase)
 White students scored 89.1 points below standard (17.9 point increase)
 MLs/ELs performed 109.5 points below standard (15.2 point increase)
 Hispanic students scored 104.5 points below standard (15.1 point increase)
 Socioeconomically disadvantaged students performed 99.7 below standard (13.4 point increase)
 Students with disabilities performed 148.2 points below standard, (6.2 point increase)
- In 2024-25, Glassbrook's sub-groups included 194 students identified as MLs/ELs, 15 LTELs, 222 students who are socioeconomically disadvantaged, and 34 students with disabilities.

Although there were only 14 Asian students, they performed 142.5 points below standard, making this the only sub-group to experience a decline of 38 points from the prior year.
- Glassbrook's unique demographics pose a unique instructional challenge for a school in its second year of restructuring, where approximately 60% of the teachers are new to the profession or new to the school. Nonetheless, further improvement in ELA is necessary and anticipated, given the progress achieved in 2024-25 by a dedicated team.

School and Student Performance Data

Academic Performance Mathematics

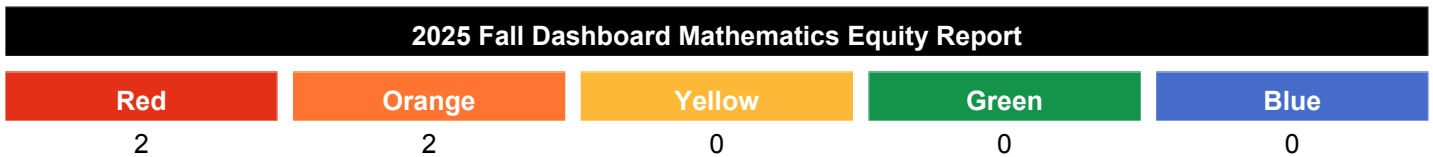
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group																	
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>124.2 points below standard</td> </tr> <tr> <td>Maintained 2.8 points</td> </tr> <tr> <td>250 Students</td> </tr> </tbody> </table>	All Students	 Red	124.2 points below standard	Maintained 2.8 points	250 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>130.8 points below standard</td> </tr> <tr> <td>Increased 6.8 points</td> </tr> <tr> <td>197 Students</td> </tr> </tbody> </table>	English Learners	 Orange	130.8 points below standard	Increased 6.8 points	197 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr style="background-color: #e6f2ff;"> <td>144 points below standard</td> </tr> <tr> <td>Increased 36.8 points</td> </tr> <tr> <td>15 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	144 points below standard	Increased 36.8 points	15 Students
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Maintained 2.7 points																	
225 Students																	

<p>Students with Disabilities</p>  <p>Red</p> <p>181 points below standard</p> <p>Declined 16.6 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>178 points below standard</p> <p>Declined 68.3 points</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>127.7 points below standard</p> <p>Increased 6.8 points</p> <p>196 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>80.3 points below standard</p> <p>12 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>121.4 points below standard</p> <p>Declined 10.4 points</p> <p>16 Students</p>

Conclusions based on this data:

- Academic performance in math is the greatest challenge for sub-groups across the board at Glassbrook, despite some progress in 2024-25. Overall, students performed 124.2 points below standard, which means that they maintained at 2.8 points in 2024-25. MLs/ELs performed 130.8 below standard, which represents a slight increase of 6.8 points, while LTELs performed 144 below standard, reflecting a modest increase of 36.8 points. Socioeconomically students performed 125.2 points below standard, maintaining by 2.7 points.

Hispanic and ELs/MLs advanced to the orange indicator, while socioeconomically disadvantaged and students with disabilities remained in the red indicator for math. Educational equity is about ensuring that all students reach their potential, regardless of their social conditions, so math will be a priority in the coming year.
- Students with disabilities at Glassbrook performed at 181 points below standard, which reflects a 16.6 point decline. Asian students performed 178 points below standard, which represents a decline of 68.3 points. White students performed 121.4 points below standard, with a decline of 10.4 points. These sub-groups will be closely monitored and supported to ensure progress in math.
- There is no excuse for continuing low achievement in math at Glassbrook. Math is considered a universal language, and if MLs/ELs already proved they can advance, then all students can do so, regardless of their socioeconomic conditions, background, or primary language. Improvement is possible if the entire team is on board. We cannot simply hold upper-grades accountable, as pre-requisite skills begin in the primary grades in math. It will be important to engage in horizontal and vertical collaboration across all grades, participate in professional development, and invest resources to move the needle in this important area.

School and Student Performance Data

Academic Performance Science

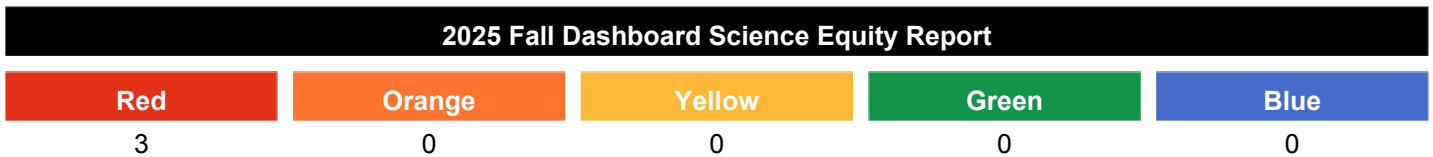
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>33.7 science points</p> <p>Maintained -0.2 points</p> <p>64 Students</p>	<p>English Learners</p> <p>Red</p> <p>30.9 science points</p> <p>Maintained -1.1 points</p> <p>48 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>32.4 science points</p> <p>Maintained -1.6 points</p> <p>57 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 8 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Red 30.9 science points Maintained -1.8 points 48 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>

Conclusions based on this data:

1. Overall, students performed below standard in science, where they maintained by 33.7 points in 2024-25.
2. MLs/ELs achieved 30.9 science points, while socioeconomically disadvantaged students achieved 32.4 science points, and Hispanic students achieved 30.9 science points. No sub-groups experienced an increase.
3. Science is in the red indicator at Glassbrook, and merits urgent attention.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 48.4 making progress. Number Students: 252 Students	Long-Term English Learner Progress  No Performance Color 66.7 making progress. Number Students: 12 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 7.6%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 44.2%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 48.2%

Conclusions based on this data:

1. The 252 MLs/ELs made significant progress in 2024-25, effectively shifting Glassbrook into the green indicator. A noticeable 48.2% (nearly half) of MLs/ELs advanced at least one ELPI level. Furthermore, 66.7% of LTELs made progress, compared to 42.9% the prior year. These results are a testament to the learning potential among MLs/ELs, who when given high-quality instruction, certainly meet high expectations!
2. Unfortunately, 7.6% of MLs/ELs assessed decreased one ELPI level in 2024-25, which is a decline of 1.7% from the prior year. This trend is not expected to continue, given a growing focus on data-driven instruction and targeted intervention to prevent further English Language Development regressions.
3. An optimistic 44.2% of MLs/ELs maintained ELPI levels 1-3H in 2024-25, which is an increase of 8.8% from the prior year. Although maintenance is certainly helpful, reclassification is the target for all MLs/ELs at Glassbrook.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>26.7% Chronically Absent</p> <p>Maintained -0.2</p> <p>499 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>21.2% Chronically Absent</p> <p>Declined 3.4</p> <p>345 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>13.3% Chronically Absent</p> <p>Increased 7.1</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>45.5% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>26.1% Chronically Absent</p> <p>Declined 1.4</p> <p>444 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>39.7% Chronically Absent</p> <p>Increased 5.4</p> <p>68 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>65.2% Chronically Absent</p> <p>Increased 20.2</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>13.9% Chronically Absent</p> <p>Declined 7.3</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>26.7% Chronically Absent</p> <p>Declined 1</p> <p>374 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Increased 3.6</p> <p>21 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>13.8% Chronically Absent</p> <p>Increased 5.1</p> <p>29 Students</p>

Conclusions based on this data:

- Although chronic absenteeism maintained by -0.2 across all groups in 2024-25, it remains high at 26.7% for Glassbrook, which is in the red indicator. African American, homeless students, and students with disabilities have the highest chronic absenteeism rates, at 65.2%, 45.5%, and 39.7% respectively.
Students who are socioeconomically disadvantaged had a 26.1% chronic absenteeism rate in 2024-25, which is a 1.5% decrease from last year. MLs/ELs had a 21.2% chronic absenteeism rate, which is a decrease of 6.5% from the prior year. Despite these slight improvements, all sub-groups continue to experience issues with attendance.
- No subgroups are in orange, green or blue indicators when it comes to chronic absenteeism. Students must be present and engaged at school in order to improve their academic performance and overall well-being. The school is leveraging 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, incentives, etc. However, parents/guardians need substantial education and support to improve attendance among students.
- Special attention must be given to all sub-groups to address chronic absenteeism. The school's Chronic Absenteeism Think Tank created in 2025-26 is conducting personalized outreach to families, collecting and analyzing data to uncover the root causes for poor attendance, and providing resources and support to students who are chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.



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

2025 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

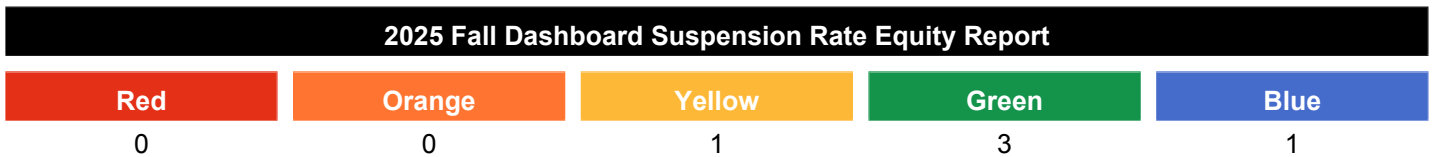
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.7% suspended at least one day</p> <p>Declined 1.3%</p> <p>519 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>2% suspended at least one day</p> <p>Maintained -0.2%</p> <p>354 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>16.7% suspended at least one day</p> <p>Increased 8.3%</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.7% suspended at least one day</p> <p>Declined 1.4%</p> <p>462 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 1.4%</p> <p>69 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 9.1%</p> <p>24 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2% suspended at least one day</p> <p>Declined 0.7%</p> <p>392 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.6%</p> <p>21 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>29 Students</p>

Conclusions based on this data:

1. The restructuring and implementation of restorative practices, PBIS, SEL, and progressive discipline in 2024-25 positioned Glassbrook in the green indicator at a 1.7% rate for all students.
2. With a positive school climate as the highest priority in 2024-25, Glassbrook experienced notable declines in suspension for the following sub-groups: African American (9.1%), Pacific Islander (5.6%), socioeconomically disadvantaged (1.7%), students with disabilities (1.4%), and Hispanic (0.7%).
3. Unfortunately, the homeless sub-group endured a suspension increase of 8.3% in 2024-25, signaling a need to pay closer attention and apply preventive measures, such as positive relationships with families and students, targeted outreach, and foundational supports (e.g., counseling, after-school programming, etc.)

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 -- Language and Literacy: All students will receive high-quality literacy instruction that is tailored to their needs through an equity lens, as measured on state (CAASPP ELA) and other assessments. All groups of students will increase their progress toward the standard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Increasing student achievement, implementation of state standards, and course access.

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.

Currently, Glassbrook students are performing at -98.6 points below Distance from Standard (DfS) in ELA. Our target growth for this school year is an increase of 10 points, which would bring us to -88.6 points from DfS. Glassbrook is currently in the orange indicator for ELA. By meeting our target growth, we aim to advance into the yellow or green indicator.

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	-98.6 points below from DfS	Increase our DfS by at least 10 points to -88.6 in ELA, effectively placing us in the yellow or green Dashboard indicator

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Capacity-Building: Glassbrook leadership will align with districtwide efforts to enhance ELA through professional development focused on the Science of Reading. Teachers will participate in PD as suggested by ILT, and be expected to apply knowledge and skills from training into the classroom. Instructional emphasis will be placed on research-based approaches and curriculum aimed at teaching literacy building blocks of phonological awareness, fluency, vocabulary, comprehension, and writing. Measures:	Glassbrook's focus students include MLs/ELs, Hispanic, African American, Asian, students with disabilities, socioeconomically disadvantaged, foster youth, and other sub-groups.	1,000 Title I 4000-4999: Books And Supplies Literacy 3,500 LCFF 1000-1999: Certificated Personnel Salaries Teacher release time for PD 22,000 Title I 5000-5999: Services And Other Operating Expenditures

	<p>CAASPP ELA Scores LEXIA™ Pre and Post-Assessment Data Project READ™ Happy Letters™ FastBridge Pre and Post-Assessment Data Other assessments, as selected by ILT</p> <p>Staff: School Leadership ILT ELD Specialists Reading Specialist</p> <p>Resource/Partnership: Bay Area Writing Project (BWP)</p>		PD-BWP
1.2	<p>Collaborative Meetings: Teachers will be expected to participate in data analysis to guide literacy instruction. Collaborative meetings will include ELA instruction as an ongoing topic. Data dives and teacher input will inform instruction in this area.</p> <p>Measures: CAASPP ELA Scores LEXIA™ Pre and Post-Assessment Data Project READ™ Happy Letters™ FastBridge Pre and Post-Assessment Data Other assessments, as selected by ILT Collaborative Meeting documents (agendas, data sheets, etc.)</p> <p>Staff: School Leadership ILT ELD Specialists Reading Specialist</p>	Glassbrook's focus students include MLs/ELs, Hispanic, African American, Asian, students with disabilities, socioeconomically disadvantaged, foster youth, and other sub-groups.	None Specified None Specified
1.3	<p>Supplemental Programs: Glassbrook will continue using LEXIA™, Project READ™, Happy Letters™, and Reading with Relevance™, purchased in the prior school year to supplement ELA instruction. These programs were piloted and selected by ILT due to their ease-of-use by teachers, data accessibility features, and student-friendly designs. Additional features or pieces may need to be purchased/renewed for full implementation.</p> <p>Measures: LEXIA™ Pre and Post-Assessment Data Project READ™ Happy Letters™ Reading with Relevance™</p> <p>Staff: School Leadership ILT ELD Specialists Reading Specialist</p>	Glassbrook's focus students include MLs/ELs, Hispanic, African American, Asian, students with disabilities, socioeconomically disadvantaged, foster youth, and other sub-groups.	3,700 Title I 5000-5999: Services And Other Operating Expenditures Project Read 2,500 Title I 5000-5999: Services And Other Operating Expenditures Happy Letters or Reading with Relevance
1.4	<p>Small-Group Intervention:</p>	Glassbrook's focus students include	3,000 Title I

	<p>Glassbrook teachers and paraprofessionals who volunteer will provide small-group instruction to students in ELA after school. This will occur for a pre-determined period of time (approximately from late October through February, as funds allow) to enable focus students to make progress without having to miss instructional time in the school day.</p> <p>Measures: LEXIA™ Pre and Post-Assessment Data Project READ™ Happy Letters™ Other assessments, as selected by ILT Intervention logs/rosters</p> <p>Staff: Teacher Volunteers ELD Specialist Paraprofessional Volunteers Reading Specialist</p>	<p>MLs/ELs, Hispanic, African American, Asian, students with disabilities, socioeconomically disadvantaged, foster youth, and other sub-groups.</p>	<p>1000-1999: Certificated Personnel Salaries Small-group after-school intervention 2,000 Title I 2000-2999: Classified Personnel Salaries Small-group after-school intervention</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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 data analysis suggests the strategies/activities produced improvements in student achievement in ELA.

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

Staffing reductions necessitated by the district's Fiscal Solvency Plan eliminated a bilingual paraeducator previously expected support this goal. The number of MLs/ELs at Glassbrook and historically low academic performance can justify a 1.0 FTE rather than a half-time EL Specialist we were able to hire this year with funds from the Multilingual Department.

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 2026-2027 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. We plan to continue using strategies/activities and resources that have worked, and intensify our focus on data-driven instruction and PD.

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 high-quality math instruction that is tailored to their needs through an equity lens, as measured on state (CAASPP Mathematics) and other assessments. All groups of students will decrease their distance from standard.

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.

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.

Currently, Glassbrook students are performing at -124.2 points from Distance from Standard (DfS) in math. Our target growth for this school year is an increase of 10 points, which would bring us to -114.2 points from DfS. Glassbrook is currently in the red indicator for math. By meeting our target growth, we aim to advance into the orange or yellow indicator.

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)	-124.2 points below from DfS	Increase our DfS by at least 10 points to -114.2 in math, effectively placing us in the orange or yellow Dashboard indicator

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	Capacity-Building: Glassbrook leadership will align with districtwide efforts to enhance math through professional development focused on Concepts and Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. Teachers will participate in PD as suggested by ILT, and be expected to apply knowledge and skills from training into the classroom. Instructional emphasis will be placed on research-based approaches and curriculum aimed at teaching the building blocks of math, such as numeracy, facts	All students	2,500 LCFF 1000-1999: Certificated Personnel Salaries Release time for PD 500 Title I 4000-4999: Books And Supplies Math books and manipulatives

	<p>fluency, pattern recognition, spatial reasoning, vocabulary, etc.</p> <p>Measures: CAASPP Math Scores Other assessments, as selected by ILT</p> <p>Resources: -Happy Numbers™ Pre and Post-Assessment Data -Manipulatives -Math games -Math picture books</p> <p>Staff: School Leadership ILT</p>		
2.2	<p>Collaborative Meetings: Teachers will be expected to participate in data analysis to guide math instruction. Collaborative meetings will include math instruction as an ongoing topic. Data dives and teacher input will inform instruction in this area. A math PLC may need to be established to enable teachers to explore the scope and sequence, identify focal standards, and engage in horizontal and vertical collaboration around this very important subject.</p> <p>Measures: CAASPP Math Scores Other assessments, as selected by ILT</p> <p>Resources: -Happy Numbers™ Pre and Post-Assessment Data -Manipulatives -Math games -Math picture books</p> <p>Staff: School Leadership ILT</p>	All students	750 LCFF 1000-1999: Certificated Personnel Salaries Data dive, collaboration
2.3	<p>Supplemental Resources: Glassbrook will continue using Happy Numbers™, purchased in the prior school year to supplement math instruction. This program was piloted and selected by ILT due to its ease-of-use by teachers, data accessibility features, and student-friendly design.</p> <p>Measures: CAASPP Math Scores Other assessments, as selected by ILT</p> <p>Resources: -Happy Numbers™ Pre and Post-Assessment Data -Manipulatives -Math games -Math picture books</p> <p>Staff: School Leadership ILT</p>	All students	2,500 Title I 5000-5999: Services And Other Operating Expenditures Happy Numbers

<p>2.4</p>	<p>Small-Group Intervention: Glassbrook teachers and paraprofessionals who volunteer will provide small-group instruction to students in ELA after school. This will occur for a pre-determined period of time (approximately from late September through March, as funds allow) to enable focus students to make progress without having to miss instructional time in the school day.</p> <p>Measures: CAASPP Math Scores Other assessments, as selected by ILT</p> <p>Resources: -Happy Numbers™ Pre and Post-Assessment Data -Manipulatives -Math games -Math picture books</p> <p>Staff: School Leadership ILT</p>	<p>All students</p>	<p>3,000 Title I 1000-1999: Certificated Personnel Salaries Small-group after-school intervention 2,000 Title I 2000-2999: Classified Personnel Salaries Small-group after-school intervention</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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 2025-26 SPSA were implemented to the maximum extent possible:

The partnership with Sylvan Learning funded by Comprehensive School Improvement (CSI) yielded some positive results for participating students in small-group math intervention after school, as evidenced by pre- and post-assessments, as well as anecdotal teacher observations/comments at Student Study Team meetings. This strategy has concluded due to Glassbrook exiting CSI status, but we will continue after-school small-group tutoring by volunteer staff as other funding sources allow.

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 not available to teachers due to funding cuts related to the Fiscal Solvency Plan. All teachers participated in math professional learning experiences led by principal, and teachers piloted Happy Numbers™ with some success. In addition, few teachers took part in math PD made available by the district; the low participation was in part due to the training being made available in late April during CAASPP testing window.

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.

We plan to intensify our focus on math, as it is now the highest academic priority at Glassbrook. This will be done through a PLC, more intentional efforts to provide small-group intervention after-school, and participation in PD.

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.

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.

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.

Glassbrook progressed 11.7 points on the ELPI, effectively shifting us from the yellow to the green indicator 2024-25. This is remarkable given Glassbrook's high percentage of MLs/ELs, and significant restructuring last year. Our target growth for this school year is an increase of 10% to shift us into the blue indicator.

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	Nearly 50% (48.2%) of MLs/ELs progressed at least one level on the Summative ELPAC in 2024-25.	Nearly 60% of MLs/ELs will progress at least one level on the Summative ELPAC.
ELPAC & CAASPP	A total of 32 students (nearly 11%) achieved a 4 on the 2024-25 ELPAC, and 27/32 (84%) were reclassified.	Nearly 16% of MLs/ELs will achieve a 4 on the ELPAC, and 90% of those who achieve a 4 will be reclassified.
ELPAC	A total of 42.90% of MLs/ELs met a level 1 proficiency level on the Summative ELPAC, which was a slight positive decline of about 3% in 2024-2025.	Reduce the percentage of MLs/ELs classified as level 1 to under 30-40%.
ELPAC	A total of 7.6% of MLs/ELs decreased one ELPI level in 2024-25, compared to 9.3% in 2023-24, which is a positive decline of about 1.7%.	Reduce the percentage of MLs/ELs decreasing one ELPI level to under 6%.

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	Capacity-Building:	MLs/ELs	1,500

	<p>Glassbrook leadership will align with districtwide efforts to improve ELD performance through professional development focused on better serving MLs/ELs. Teachers will participate in PD as suggested by ILT, and be expected to apply knowledge and skills from training into the classroom. Instructional emphasis will be placed on research-based approaches and curriculum aimed at teaching the building blocks of ELD, such as oral fluency, academic language development, and reading and writing skills. 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 CAASPP</p> <p>Staff: School Leadership EL Specialists ELD/ALD Teachers Paraprofessional Educators</p>		<p>LCFF 1000-1999: Certificated Personnel Salaries Release time for PD</p>
3.2	<p>Collaborative Meetings: Teachers and paraprofessionals will be expected to commit to ongoing professional learning and data analysis to guide ELD/ALD instruction. Teachers will participate in collaborative meetings centered on ELD/ALD instruction. Data dives and teacher input will inform EL progress efforts.</p> <p>Measures: ELPAC Assessment Reclassification Rates CAASPP</p> <p>Staff: School Leadership ELL Specialists ELD/ALD Teachers Paraprofessional Educators</p>	MLs/ELs	<p>1,500 LCFF 1000-1999: Certificated Personnel Salaries Data dives and collab</p>
3.3	<p>Supplemental Programs: Glassbrook will continue to use vetted high-quality, supplemental, technology-based programs to support engaging ELD/ALD instruction, and purchase additional features, pieces, or renewals as needed.</p> <p>Measures: ELPAC Assessment Reclassification Rates CAASPP</p> <p>Resources: LEXIA™ Project Read™</p>	MLs/ELs	<p>3,500 Title I 5000-5999: Services And Other Operating Expenditures Lexia, Project Read & Happy Numbers upgrades</p>

	Happy Letters™ Staff: School Leadership ELL Specialists ELD/ALD Teachers Paraprofessional Educators		
3.4	Small-Group Instruction: Volunteer teachers and paraprofessionals at Glassbrook will provide small-group, after-school intervention 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. Measures: ELPAC Assessment Reclassification Rates CAASPP Staff: School Leadership ELL Specialists ELD/ALD Teachers Paraprofessional Educators	MLs/ELs	2,000 Title I 2000-2999: Classified Personnel Salaries Paraprofessionals - extra hrs. for after-school 3,000 Title I 1000-1999: Certificated Personnel Salaries Teachers - extra hrs. for after-school

Annual Review

SPSA Year Reviewed: 2025-26

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.

Glassbrook made remarkable progress in this area by intentionally intensifying efforts through coaching by the EL Specialists, and the provision of small-group intervention after school via the ELPAC Academy and Reading Club. Data analysis and goals were key in making this growth possible.

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

Without CSI funds, we will rely on Title I and LCFF to continue supporting this goal.

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.

There are no changes to this goal, other than the funding streams and amounts necessary to continue moving the needle in this area.

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. With Prop 28 funds being repurposed at the district due to the fiscal deficit, Glassbrook's Arts Committee has continued to meet and innovate to support this goal creatively.

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	Promote VAPA-related study trips across all grade levels.	All students	3,500 Title I 5000-5999: Services And Other Operating Expenditures Study Trips

Annual Review

SPSA Year Reviewed: 2025-26

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 this school year.

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

Our Arts Committee, no longer charged with deciding on how to use Prop 28 funds (swept due to the Fiscal Solvency Plan), continues to meet to innovate ways in which teachers can support arts integration. Some teachers are effectively implementing the Arts Attack Curriculum purchased with Prop 28 funds in the prior school year.

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.

No changes are anticipated, other than to pursue grants and other funding sources to supplement VAPA at Glassbrook.

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 the majority of COST 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 school climate.
CA Healthy Kids Survey	10% participation in CHKS Survey	50% participation in CHKS Survey with 60% of students reporting a sense of belonging at school.
COST Referral Data	88% of all COST referrals were intended for behavioral or emotional support for students	Decrease the amount of referrals for behavioral or emotional support for students by 5%
Social and Emotional Learning Curriculum	70% of general education teachers (12/17) were voluntarily trained in and began implementing the new SEL curriculum, Reading with Relevance	Provide additional training and collaborative opportunities on the SEL curriculum, Reading with Relevance, in order to improve the SEL competencies among students.
Smartpass™ App	N/A	Increase safety, reduce classroom disruptions, and minimize bathroom vandalism.

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	Revise Student Parent Handbook in the 2026-2027 school year based on launch year results, and provide printed copies for parents upon request, as funding allows.	All Students	1,000 Other 0000: Unrestricted Translations
5.2	Continue the Climate, Culture and Equity Committee, as well as the Sunshine Committee to support overall school climate; consider merging with PBIS Committee	All Students	
5.3	Implement Playworks™ for structured recess time, as funding allows	All Students	8,500 Title I 5000-5999: Services And Other Operating Expenditures Package and training for implementation
5.4	Implement Multi-Tier System of Supports (MTSS)	All Students	5,000 Other 1000-1999: Certificated Personnel Salaries PD/MTSS Conference
5.5	Intensify Positive Behavioral Interventions and Supports (PBIS) through the establishment of a work group/committee	All students	1,000 Other 4000-4999: Books And Supplies PBIS rewards 3,000 LCFF 1000-1999: Certificated Personnel Salaries PD and release time
5.6	Pilot Smartpass™ Student Movement app, as funding allows	All students	3,000 Other 5000-5999: Services And Other Operating Expenditures Annual subscription

Annual Review

SPSA Year Reviewed: 2025-26

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 remains a priority at Glassbrook, as it sets the stage for academic learning. The administration, faculty and support staff worked tirelessly to implement the Student and Family Handbook created and piloted in the prior year. The School Site Council and staff weighed in on possible revisions for the upcoming year, including additional efforts to better enforce the Dress Code and engaging students in clean-up efforts (especially since we lost a half-time evening custodian due to the Fiscal Solvency Plan).

Early in the school year, staff were introduced to the Multi-tiered System of Supports (MTSS), and the COST process was revised to include data to accompany requests for social-emotional or academic supports. The school's COST convened monthly and processed 140 referrals (an increase of 13 from the prior year) as of May, 2026. In addition to counseling referrals, approximately 30 Student Study Team (SST) meetings were held to support students in Tier 2 and Tier 3. To improve MTSS and PBIS systems, we plan to leverage Community School funds to provide additional PD for teachers (e.g., MTSS Conference).

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

An alarming number of safety-related incidents this year, including several break-ins, necessitated a strong focus on physical and psychological stability. The amount of time required for paperwork and maintenance in response to safety incidents was excessive, and unavoidably became an obstacle to initially prioritizing other goals (e.g., academic, Playworks), especially given the elimination of a half-time assistant principal due to the Fiscal Solvency Plan. Fortunately, the Culture, Climate and Equity and Sunshine Committees, comprised of highly committed staff, were highly instrumental in helping students and staff regain a sense of community by planning ongoing school-wide events to foster school spirit, collegiality, and a sense of belonging.

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 2026-27, Glassbrook will intensify its focus on systemic Social and Emotional Learning (SEL) as an approach. Many teachers are implementing the Reading with Relevance curriculum purchased this year, and expressed interest in analyzing its efficacy.

It is also necessary to use technology to monitor student movement, increase safety, and minimize classroom disruptions. To these ends, we will pilot and possibly purchase the Smartpass app.

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--a goal that we were unable to reach due to reduced staffing and safety incidents taking up energy. 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.

The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of 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.

Although no dashboard data on this exists, research suggests that family engagement is a key contributing factor to student success. The absence of a Parent Teacher Association (PTA) at Glassbrook signals a significant impediment to promoting shared authentic decision-making, mutual trust, and positive relationships with our families. Our low levels of schoolwide events and participation in workshops in which parents/families can partake could be increased by having an organized group of parents and staff dedicated to community engagement. Nonetheless, a consistent and growing group of parents continue to attend ELAC and Coffee with the Principal Meetings, which were combined for strategic purposes in lieu of the lack of an assistant principal due to funding cuts.

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
Schoolwide family events sign-in sheets (Back-to-School, Math Festival, Science Night, Open House, ELAC, etc.)	On average, about 50% of families attended schoolwide events, such as Back-to-School and House	The participation rate for schoolwide events will increase by 5%
Parent workshop sign-in sheets	On average, 3-5 parents attended single-session parent workshops, while about 20 parents consistently attended the 4-part Parenting Skills Series	The number of parents taking part in workshops will increase by 5%
Number of cleared volunteers	On average, there is 1 parent volunteer per classroom	Each classroom will have at least two cleared parent volunteers

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 parenting skills, mental health, nutrition, SEL, anti-bullying, etc.	All Students	5,000 Other None Specified

			Consultant or HUSD employee
6.2	Subsidize cost of fingerprinting for interested volunteers.	All Students	605 Title I None Specified Fingerprinting Costs
6.3	Provide opportunities for parents involved in advisory bodies (e.g., School Site Council, Site-Based Decision Making).	All Students	0 Other None Specified
6.4	Establish a Parent-Teacher Association to increase parent and community engagement.	All Students	1,000 Title I None Specified Start-up fees / membership fees

Annual Review

SPSA Year Reviewed: 2025-26

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.

Most Glassbrook families attended evening Back-to-School Night and Open House in the past couple of years, and continue to show up for other school events during the day (EL Reclassification Ceremony, End-of-Trimester Awards Assemblies, Halloween Parade, Music Assemblies, Art Show, etc.). In addition, Glassbrook has a consistent ELAC, which when combined with Coffee with the Principal, drew additional participation this year. Nonetheless, we experienced a lower turnout at events intended to promote academics, such as the Math Festival and Science Night. Although we partnered with the district to offer a series of Parenting Ed classes, we noticed inconsistent attendance, similar to low numbers showing up for other one-shot workshops. With limited staffing and a half-time FES, it is a challenge to offer evening events beyond the traditional Back-to-School and Open House. Feedback from parent leaders and staff suggests establishing a Parent-Teacher Association would be helpful in increasing meaningful family engagement to increase participation, volunteers, and financial support for school activities, such as field trips. It is important for families to have a shared sense of ownership in decision-making on-site, and to partner with school leaders strategically to advance learning and other school goals.

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

MAA funds are not available due to the fiscal deficit, so other funding sources will be used toward these goals.

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.

We plan to leverage Title 1 and Community Schools to meet the specified goals in this area.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) Department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

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 5% in 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
Local data from Infinite Campus Monthly Attendance Reports	There were approximately 100 students who were considered "chronically absent" on the Infinite Campus Monthly Reports in 2024-2025.	Reduce the list of chronically absent students by 3-5 each month by selecting focal students.
State data from the CDE Dashboard Chronic Absenteeism Indicator (Red for Glassbrook)	The Chronic Absenteeism rate was 26.9% in 2024-25, an improvement of 0.2 points from the prior year	Reduce chronic absenteeism rate by 5-7% for all students (from 26.7% to 21.7%-19.7%).

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	Guided by the Attendance Think Thank established in 2024-25, continue the 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 intensify efforts to include: A) Printed and digital literature for the school's Website, parent/caregiver newsletters, and Family Handbook,	Students who have missed 10% or more of the academic school year	2,000 Other 4000-4999: Books And Supplies Supplies

	<p>B) Incentives for students with perfect and improved attendance and punctuality,</p> <p>C) Schoolwide assemblies for students on attendance, and</p> <p>D) Parent/caregiver information on attendance at schoolwide events, such as Back-to-School, family nights, Open House, etc.</p> <p>E) Direct outreach to families to continue researching the root causes for chronic absenteeism, and identify strategies to support them with improving attendance and tardies.</p>		
7.2	The Attendance Think Tank will provide a presentation for families experiencing chronic absenteeism in the fall and winter, explaining the importance of regular attendance, and providing literature (e.g., flyer or brochure) explaining the Attendance Policy and ways to reduce absenteeism and tardiness.	Students who have missed 10% or more of the academic school year	<p>2000 Other 2000-2999: Classified Personnel Salaries Attendance Think Tank - extra hours 3000 Other 1000-1999: Certificated Personnel Salaries Attendance Think Tank - extra hours</p>
7.3	The principal and Office Team (Attendance Clerk and Office Manager) will participate in a monthly check-in with chronically absent and tardy students (and families, as possible) to educate them on building stronger attendance habits, and create goals for improvement over the next month.	Students who have missed 10% or more of the academic school year	<p>2,000 LCFF 2000-2999: Classified Personnel Salaries After-school check-ins/trainings/prep</p>
7.4	Students who continue to be chronically absent or late will be referred to the School Attendance Review Board (SARB).	Students who have missed 10% or more of the academic school year	0

Annual Review

SPSA Year Reviewed: 2025-26

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.

In 2025-26, we established an Attendance Think Tank intended to conduct outreach with families experiencing chronic absenteeism, and begin gathering data to inform future strategies to address attendance challenges. Our Community Schools Committee approved funding for staff to be compensated to establish contact with families experiencing chronic absenteeism. We also began recognizing students with perfect attendance during our End-of-Trimester Award Assemblies, and provided two presentations on the importance of attendance for parents. We gained valuable information and learned how we can intensify efforts to improve attendance 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.

Expenditures dedicated to this area in 2025-26 were funded by Community Schools funds.

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

In 2026-27, the Attendance Think Tank will continue analyzing the data collected from families experiencing attendance issues, develop, and implement strategies intended to combat barriers to attendance. We will also begin a check-in process to build self-monitoring and ownership of improved attendance for chronically absent students on-site.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

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	\$53,674
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$102,055.00
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 (\$)
Title I	\$65,305.00

Subtotal of additional federal funds included for this school: \$65,305.00

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 (\$)
	\$0.00
LCFF	\$14,750.00
Other	\$22,000.00

Subtotal of state or local funds included for this school: \$36,750.00

Total of federal, state, and/or local funds for this school: \$102,055.00

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	30,272.00
Title I	59,921.00	-5,384.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	14,750.00
Other	22,000.00
Title I	65,305.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	29,750.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	5,500.00
5000-5999: Services And Other Operating Expenditures	49,200.00
None Specified	6,605.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	12,750.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00

0000: Unrestricted	Other	1,000.00
1000-1999: Certificated Personnel Salaries	Other	8,000.00
2000-2999: Classified Personnel Salaries	Other	2,000.00
4000-4999: Books And Supplies	Other	3,000.00
5000-5999: Services And Other Operating Expenditures	Other	3,000.00
None Specified	Other	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I	6,000.00
4000-4999: Books And Supplies	Title I	2,500.00
5000-5999: Services And Other Operating Expenditures	Title I	46,200.00
None Specified	Title I	1,605.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,700.00
Goal 2	11,250.00
Goal 3	11,500.00
Goal 4	4,500.00
Goal 5	21,500.00
Goal 6	6,605.00
Goal 7	9,000.00

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
Cynthia 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 Guadalupe Salazar	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

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 5/11/26.

Attested:

	Principal, Dr. Nora Molina-Zamora on 5/11/26
	SSC Chairperson, Edith Ochoa on 5/11/26
	ELAC Representative, Jonathan Delgado on 5/11/26

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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