

Santa Paula Unified School District

School Plan for Student Achievement



Glen City Elementary School

Global STEAM² Academy

56 76828 6055578

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Revised July 2026

Fiscal Year 2026-2027

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 64001.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

For additional information on school programs and how you may become involved locally, please contact:

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The district's Governing Board approved this revision of the school plan on _____.

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:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) 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.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

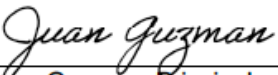
English Learner Advisory Council

Signature of Authorized
Representative

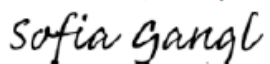
No ELAC Chapter

- 4) 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.
- 5) 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.
- 6) This SPSA was adopted by the SSC at a public meeting on: May 12, 2026.

Attested:



Juan Guzman, Principal



SSC Chairperson

May 13, 2026

Date

May 13, 2026

Date

School Site Council Membership

California Education Code Section 64001(i) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the School Site Council is as follows:

Name of Members	Principal	Certificated Staff	Other Staff	Parent or Community Member	Student
Juan Guzman	X				
Sofia Gangl		X			
Norma Medina		X			
Mia Rogers		X			
Lina Partida			X		
Moima Alamillo				X	
Nayeli Camacho				X	
Adriana Vargas				X	
Pauleen Gonzalez				X	
Denise Solis				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

Education Code Section 52176(a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Julie Bergman	X				
Denise Solis				X	
Paola Diaz				X	
Number of members in each category	1			2	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: _____

☐ The name of the parent ELAC representative to SSC is: _____

District information

District Profile

Santa Paula Unified District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula is situated in the rich agricultural Santa Clara River Valley. The City is surrounded by rolling hills and rugged mountain peaks in addition to orange, lemon and avocado groves. In fact, Santa Paula is referred to as the "Citrus Capital of the World." The community of Santa Paula was founded in 1872. Originally the area that is today Santa Paula was inhabited by the Chumash, a Native American people.

Santa Paula Unified operates an early childhood education program, six elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and an adult school program. Santa Paula Unified School District has a large Latino and English Learner population that has made tremendous improvements in student achievement in the past few years. We are proud of the accomplishments of our students, teachers, staff, parents and the community that has made that achievement possible.

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

 SANTA PAULA UNIFIED SCHOOL DISTRICT LCAP Summary 2026–2027 Local Control and Accountability Plan	
VISION <i>Committed to Serving Every Student Every Day</i>	MISSION The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences by a highly skilled team in a safe, supportive learning environment, while remaining fiscally responsible.
STATE PRIORITIES ADDRESSED	
1 Basic Services or Basic Conditions at Schools 3 Parent Engagement 5 Student Engagement 7 Access to a Broad Course of Study 2 Implementation of State Academic Standards 4 Student Achievement 6 School Climate 8 Outcomes in a Broad Course of Study	
GOAL 1 College, Career & Life Readiness The district will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. Progress is measured by the key performance indicators in Metrics — Goal 1. P1a Professional Development P1b Data Service Specialist P1c Directors of Elementary & Secondary P1d TK and K Bilingual IAs P1e Expanded TK/Preschool P1f DLI Support P1g ELD Task Force P1h Newcomer Teacher P1i AP Program/Exam Fees P1j CTE Support P1k Field Trips — Standards Aligned K-6 / University (6,8, & 10) P1l Music Program P1m AVID Program P1n Additional Elective Classes P1o Credit Recovery P1p A-G Completion Rate SPHS P1q TK-12 ELD TOSA P1r ELD Standards and Curriculum	GOAL 2 Literacy & Math Proficiency The district will ensure all students achieve grade-level proficiency in literacy and math through evidence-based instruction, targeted interventions, and progress monitoring (Metrics — Goal 2), focusing on equity and closing gaps for English Learners, Foster Youth, Low-Income, and students with disabilities. P2a Itinerant Academic Support Teachers P2b Literacy Support P2c Parent Literacy Academy P2d Supplemental Math & Science Resources P2e Reading Supports (K-6)
GOAL 3 Engagement, Family Partnership & Climate Student Engagement: engaging students through innovative site academies, project-based learning, and differentiated pathways. Parental Involvement: strengthening parent engagement through diverse participation opportunities. School Climate: enhancing student safety, well-being, and success through a comprehensive Multi-Tiered System of Supports (MTSS) addressing academic, social-emotional, and mental health needs. P3a Support Educational Outcomes / Development of Academies P3b STEAM TOSA P3c Mentoring Program P3d Restorative Justice P3e PBIS – Positive Behavior P3f Counselors/Mental Health P3g Wellness Center Support P3h Support Teen Parents P3i Parent Involvement P3j District Communication P3k MTSS/Attendance	GOAL 4 Equitable Conditions for Learning The district will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous standards-aligned curriculum, and regularly addressing disparities in resources and opportunities. P4a Staff Smaller Class Size P4b Technology Equipment P4c Technology Infrastructure P4d Computer Tech. Staff P4e Prep Periods at IMS P4f ADM Site Support P4g Athletic Trainer P4h Athletic Transportation P4i Athletic Director P4j Office Assistant Support P4k Childcare/Interpretation Services P4l District Safety (Security) P4m Safety Measures P4n Custodial Staff P4o Deferred Maintenance P4p Health Service Specialist P4q Financial Literacy
	GOAL 5 Renaissance HS — Student Stability With the collaboration of staff, parents, and students, Renaissance High School will increase the school's student stability rate to 80%. P5a Implement a Multi-Tier System of Supports
	GOAL 6 Outreach & Attendance Support Provide outreach support services to improve student attendance, engagement, and stability. P6a Community School Outreach Coordinator

LEARN MORE—The full Local control and Accountability Plan, including metrics, goals and budgeted actions for each priority, is available on the district website, www.santapaulausd.org

School Information

School Profile

Glen City Elementary School is located in the city of Santa Paula and serves students in transitional kindergarten through grade five and is one of six elementary schools in the district. In the 2025-2026 school year, 675 students were enrolled, including 40.4% qualifying for English Language Learner support, 16.9% with disabilities, 79.3% socioeconomically disadvantaged, 2.2% migrant, 0.4% foster youth, and 7.1% homeless youth.

Textbooks

Glen City uses state/district adopted curriculum in all areas of instruction which are aligned to State Content Standards. The District/School has adopted curriculum that is in alignment with Common Core State Standards. These strategies include the following:

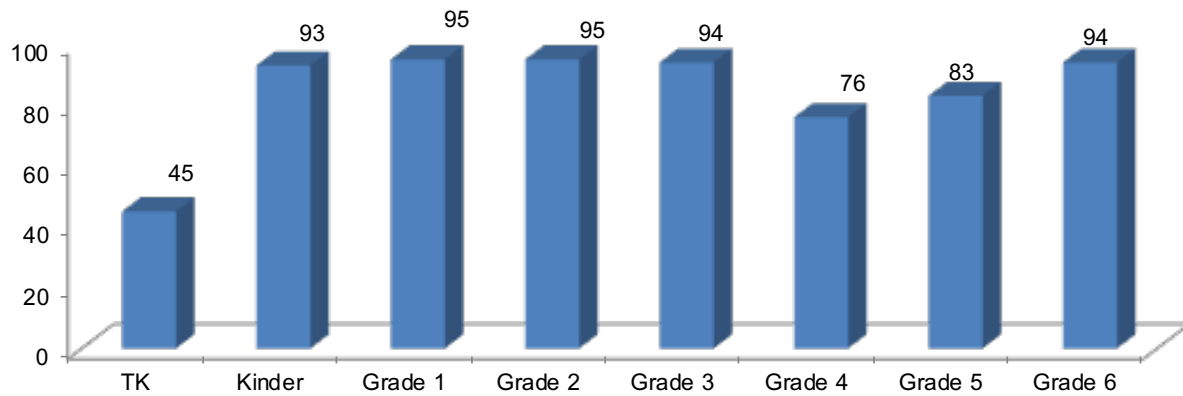
- Wonders ELA is used daily during the Language Arts period for grades K-5 and StudySync for grade 6. These programs are aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed through the io Assessment system. Tier II students receive intervention instruction from classroom teachers in small groups before/after school. Wonder Works Intervention materials are utilized with students participating in reading intervention programs, as well as in the Resource Specialist Program (RSP). Each of these was selected from the State adopted list of supplementary instructional materials.
- English Language Development: Wonders is the adopted curriculum for ELA/ELD. Along with the adopted curriculum, Glen City utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction of English Language Development (ELD). This program is aligned with the California State ELD Standards and is being used in every classroom during the 45 minute ELD block in 3rd – 5th and 30 minute ELD block in K-2. Students are grouped by their language proficiency levels and receive instruction at their appropriate level of language development.
- Mathematics: Glen City uses Math Expressions by Houghton Mifflin Harcourt for grades K-5 and CPM Educational Program's CC1 for grade 6. These programs are aligned with the Common Core State Standards. Targeted students receive small group intervention instruction from classroom teachers in after school intervention programs. Intervention groups receive instruction from a variety of supplemental materials.
- History/Social Studies: Glen City uses Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 and History Alive for grade 6. These programs are aligned with the Common Core State Standards.
- Science: Glen City uses the Twig Science program, the District-adopted core curriculum for K-5 and Inspire Science for grade 6. These programs are aligned with the California State Content Standards.

School Vision

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

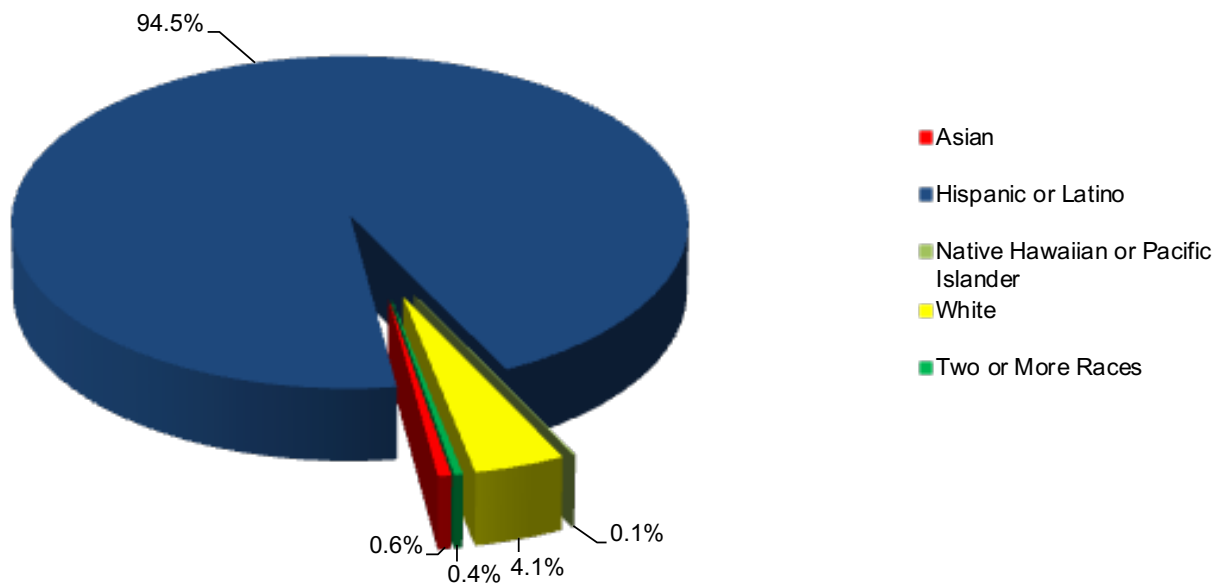
Student Enrollment by Grade

Source: Data Quest 2025-2026



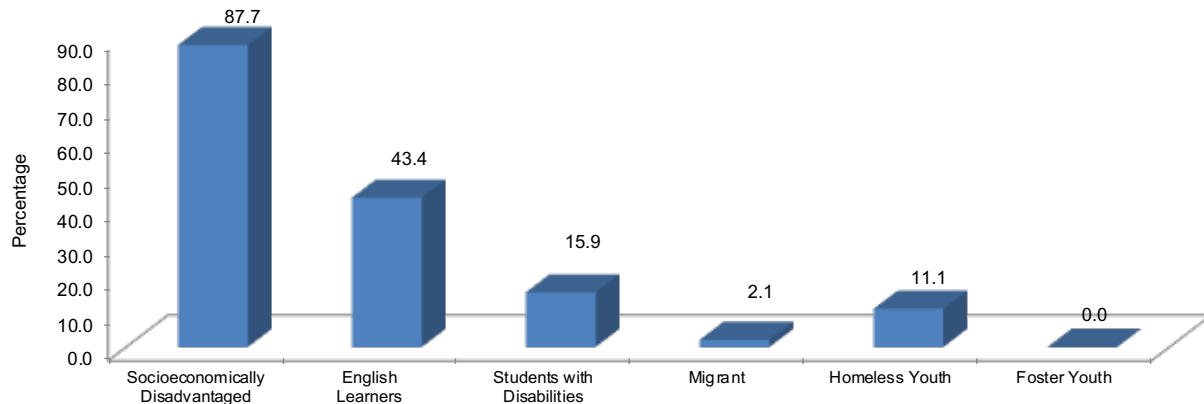
Student Enrollment by Ethnicity

Source: Data Quest 2025-2026



Student Enrollment by Subgroup

Data Source: Data Quest 2025-2026



Comprehensive Needs Assessment

Glen City Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff development activities and staff meetings, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - CAASPP Reports
 - ELPAC Reports
 - Teacher Feedback
 - Priority Survey (identifying staff needs)
 - Technology Survey
 - Math Unit Assessments
 - Performance Task Assessments
 - Trimester ELA Assessments

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Transition from Preschool to Kindergarten

Glen City Elementary School offers a Transitional Kindergarten program on campus. Transitional kindergarten is an early childhood education program that builds a bridge between preschool years and traditional kindergarten. Beginning in the 2026-27 school year, transitional kindergarten is designed for students who turn four (4) years old by September 1st of the year they are enrolled, and who may benefit from an enriched foundational early childhood education program to prepare them for success in traditional kindergarten.

This program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California kindergarten standards with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement.

The transitional kindergarten program allows the full day schedule of traditional kindergarten daily. Our daily schedule includes whole group instruction and activities, small group instruction, independent and “hands-on” learning. The transitional kindergartners enjoy lunch and recess and participate in activities such as music, art, and motor skills development throughout the year.

Violence Prevention, Bully Prevention, and Student Safety

Glen City Elementary School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2026-27 school year, Glen City Elementary School will provide the following programs for its students (and parents as applicable):

- CHAMPS - Positive behavior programs, assemblies & guest speakers

Nutrition Programs & Fitness Programs

The Santa Paula Unified School District Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, wellbeing and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

The district offers a variety of free and reduce-meal programs through the [National School Lunch Program](#) (NSLP), [Especially Needy Breakfast Program](#) (SNBP), [School Breakfast Program](#) (SBP), Meal Supplement Program (Snacks), [Child Care Program](#) (CCAFP), and the [Seamless Summer Feeding Option Program \(SSFOP\)](#). Glen City Elementary School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Nutritional programs sponsored at the school include:

- **National School Lunch Program** - a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to children each school day.
- **School Breakfast Program** - a federally funded program which provides nutritious breakfasts to children.
- **At-Risk After-School Meals Program** - students participating in after school programs receive nutritious snacks and dinner meal as a regular part of their afterschool activities. Meals are provided in accordance with the Childcare Food Program guidelines and reimbursement rates.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **Physical Education** - Classroom teachers and the PE Specialist provide physical education instruction for our students for a minimum of 200 minutes every ten days as mandated. The SPARKS physical education curriculum is currently being followed.

Extended Learning Programs

Glen City Elementary offers the following extended learning programs:

- **Reading Intervention Teachers (2 Full-Time and 1 Part-Time)** – Intervention teacher provides a pull-out instructional model to support reading and language programs
- **ASPIRE (After School Program for Instruction, Recreation & Enrichment)** – ASPIRE program is held daily from 2:45 to 6:00 p.m. which includes activities such as reading, computers, creative writing, math, homework tutorial help, sports, arts and crafts, self-esteem building activities, drug abuse awareness activities, games and recreation.
- **STAR-Nova Program** - STAR Education offers a wide breadth of exciting and original STAR NOVA enrichment classes in the areas of Academics, STEAM Education (science, technology, engineering, art and math), Language, Performing Arts, Sports & P.E., Recreation, Visual and Media Arts and so much more! STAR NOVA enrichment classes take place once or twice a week, allowing for a university quality class with a more individualized approach tailored to the specific needs and interests of each student. STAR collaborates with artists in residence, universities, and professionals in each field to create stimulating classes that give each student invigorating insight into the real world.
- **After School Tutoring** – Assistance provided to students in need by certificated teachers.
- **Family Science Night (Grades 2-5)**
- **Family Literacy Night (Grades TK-5)**
- **Literacy Center** – Open Monday through Friday where each class visits weekly and is open one hour per day after school.

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Glen City Elementary School	56768286055578	May 13, 2026	

Plan Description

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

Glen City Global STEAM2 Academy continues to strengthen and expand its commitment to effectively meeting the requirements of the Every Student Succeeds Act (ESSA) through strategic alignment of the School Plan for Student Achievement (SPSA) with the Santa Paula Unified School District's adopted Local Control and Accountability Plan (LCAP), as well as other federal, state, and local programs.

Over the past two years, Glen City has demonstrated growth in academic achievement, student engagement, parent engagement and social-emotional support through the implementation of targeted interventions, data-driven instruction, and expanded enrichment opportunities aligned to our STEAM-focused instructional model. The school has continued to refine systems and practices that support equitable access to high-quality instruction and meaningful learning experiences for all student groups.

To further support continuous improvement, Glen City will continue prioritizing the academic, behavioral, physical, and social-emotional needs of students through a multi-tiered system of support (MTSS), intervention programs, differentiated instruction, and expanded wellness resources. Additional emphasis will be placed on increasing student achievement in English Language Arts and Mathematics, strengthening attendance rates, and enhancing college and career readiness through innovative STEAM learning opportunities and technology integration.

The school will also continue to build strong partnerships with families, staff, students, and community stakeholders by actively engaging them in the decision-making process through surveys, meetings, committees, and ongoing communication. Stakeholder input will remain essential in identifying school needs, evaluating program effectiveness, and determining how funding and resources are allocated to maximize student success.

As Glen City moves forward, the school remains committed to fostering an inclusive, safe, and supportive learning environment where all students are provided equitable opportunities to thrive academically, socially, and emotionally while preparing them to become confident, globally-minded learners and leaders.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Site Instructional Leadership Team (ILT)	April 27, 2026
School Site Council (SSC)	May 12, 2026
English Learner Advisory Committee (ELAC)	May 12, 2026
School Faculty	March 2, 2026

Comprehensive Needs Assessment

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.

A review of the California State Dashboard for 2025 provides the following data: in English Language Arts students were 37.6 points below standard (however increased 4.4 points) with the student group of Homeless in Red and Students with Disabilities in Orange; in Mathematics students were 59 points below standard (however increased 5.8 points) with the student group of Students with Disabilities in Red; in the area of English Learner Progress, 40.6% of students were making progress and there was an increase of 3% with no student groups in Red or Orange; Chronic Absenteeism showed that 15.2% of students were chronically absent (a decline of 2.7%) with no student groups in Red or Orange; Suspension Rates were at 2.2% (a decline of 0.6%) with no student groups in Red or Orange.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

By June 2026, all students will demonstrate growth in academic skills, content knowledge, and Learner Profile competencies necessary for success in college, career, and life. This will be achieved through the implementation of rigorous, standards-based curriculum and targeted instructional strategies, as measured by student performance on District assessments, State assessments and Learner Profile competencies.

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.

According to CAASPP indicators, students in 3rd and 5th grades showed growth in the area of English Language Arts, although not at the level we hoped for, however other grade levels showed decline. In Mathematics, Grades 3-5 showed a growth in students meeting or exceeding standards, however 6th grade did not meet anticipated rates of achievement. English Language Learners increased their proficiency levels across the board. Glen City needs to continue to support academic achievement at all grade levels for all subgroups through strong first instruction and targeted interventions.

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 Summative	Grade Kindergarten: Proficient (Level 4): 15% / 11% Moderately Developed (Level 3): 40% / 42% Somewhat Developed (Level 2): 36% / 42% Minimally Developed (Level 1): 9% / 5% Grade 1: Proficient (Level 4): 0% / 0% Moderately Developed (Level 3): 33% / 22% Somewhat Developed (Level 2): 50% / 54% Minimally Developed (Level 1): 17% / 24% Grade 2: Proficient (Level 4): 6 % / 5% Moderately Developed (Level 3): 39% / 53% Somewhat Developed (Level 2): 34% / 32% Minimally Developed (Level 1): 21% / 10% Grade 3: Proficient (Level 4): 12% / 12% Moderately Developed (Level 3): 34% / 27 % Somewhat Developed (Level 2): 47% / 37% Minimally Developed (Level 1): 7% / 24% Grade 4: Proficient (Level 4): 21% / 14% Moderately Developed (Level 3): 48% / 58% Somewhat Developed (Level 2): 14% / 14% Minimally Developed (Level 1): 17% / 14%	The goal from 2025-2026 was that we would have a minimum increase of 15% students proficient. We obtained an 11% increase. The expected outcome for 2026-2027 will be 20% students of all students taking the ELPAC are at Proficient (Level 4).

	Grade 5: Proficient (Level 4): 27% / 57% Moderately Developed (Level 3): 40% / 14% Somewhat Developed (Level 2): 27% / 14% Minimally Developed (Level 1): 6% / 15% Grade 6: Proficient (Level 4): 16% / 4% Moderately Developed (Level 3): 42% / 33% Somewhat Developed (Level 2): 32% / 42% Minimally Developed (Level 1): 10% / 21%	
CAASPP ELA Summative	Grade 3: % of Students at: Baseline/Outcome Standard Met/Exceeded: 35% / 44% Standard Nearly Met: 35% / 17% Standard Not Met: 30% / 39% Grade 4: % of Students at: Standard Met/Exceeded: 24% / 28% Standard Nearly Met: 23% / 17% Standard Not Met: 53% / 55% Grade 5: % of Students at: Standard Met/Exceeded: 42% / 66% Standard Nearly Met: 27% / 14% Standard Not Met: 31% / 20% Grade 6: % of Students at: Standard Met/Exceeded: 26% / 38% Standard Nearly Met: 29% / 36% Standard Not Met: 45% / 26%	The expected growth of a minimum of 10% growth at each grade level in students meeting/exceeding standards was not met. The expected outcome for 2026-2027 will continue to be a growth of 10% at each grade level in students meeting/exceeding standards.
CAASPP Math Summative	Grade 3: % of Students at: Standard Met/Exceeded: 39% / 33% Standard Nearly Met: 22% / 25% Standard Not Met: 51% / 43% Grade 4: % of Students at: Standard Met/Exceeded: 29% / 28% Standard Nearly Met: 28% / 33 % Standard Not Met: 43% / 39% Grade 5: % of Students at: Standard Met/Exceeded: 27% / 44% Standard Nearly Met: 33% / 21% Standard Not Met: 40% / 35% Grade 6: % of Students at: Standard Met/Exceeded: 9 / 18% Standard Nearly Met: 22 / 18% Standard Not Met: 68 / 64%	The expected growth of a minimum of 10% growth at each grade level in students meeting/exceeding standards was not met. The expected outcome for 2026-2027 will continue to be a growth of 10% at each grade level in students meeting/exceeding standards.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Professional Development - Faculty will participate in PD sessions focused on implementing standards-based instructional practices that support increased academic achievement across all core subjects inclusive of English Language Development. This expenditure will support materials for the professional development sessions.	All students TK-6th grade	\$5,000.00 (\$1,116 Fringes)	Title I
2	Data Team Meetings - Release time for faculty to participate in data teams meetings and curriculum collaboration during the workday. Substitutes will be needed to support this strategy.	All students TK-6th grade	\$6,000.00 (\$1,339 Fringes)	Title I
3	After School Intervention - Targeted afterschool intervention in Mathematics, English language arts and Spanish Language Arts. These intervention programs will be provided by certificated staff.	1st-6th grade students performing at Standards/Bench marks Nearly Met or Standards/Bench marks Not Met	\$9,382.00 (\$8,000.00 salary) (\$1,785.00 fringes)	Title I
4	Project Based Learning Opportunities - Students will participate in core curriculum integrated project based learning activities in support of state standards and the District Learner Profile. The expenditure will support materials necessary for student use.	All students TK-6th grade	\$7,000.00	Title I

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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 deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the 2025–2026 school year, Glen City implemented professional development, collaborative data team meetings, targeted afterschool intervention programs, and project-based learning opportunities to strengthen student achievement in English Language Arts, Mathematics, and English Language Development. Teachers participated in standards-based instructional training focused on academic rigor, differentiated instruction, English Language Development strategies, CGI Math and the use of assessment data to guide instruction. Collaborative data team meetings provided staff with opportunities to analyze student performance data, identify instructional needs, and plan targeted supports for students performing below grade-level expectations.

Targeted afterschool intervention programs in Mathematics, English Language Arts, and Spanish Language Arts were provided for students identified as performing at Standards Nearly Met or Standards Not Met. In addition, most grades participated in project-based learning opportunities aligned to state standards and the District Learner Profile, increasing student engagement, collaboration, and real-world application of academic skills.

Overall, the implementation of these strategies contributed to measurable academic growth in several grade levels and student groups. CAASPP English Language Arts results demonstrated notable growth in Grades 5 and 6, while CAASPP Mathematics results showed improvement in Grades 5 and 6 in the percentage of students meeting or exceeding standards. ELPAC results also demonstrated growth in several grade levels, most notably Grade 5, where the percentage of students achieving Proficient (Level 4) increased significantly. While growth targets were not consistently met across all grade levels and content areas, the strategies implemented supported increased student engagement, improved instructional alignment, and strengthened intervention systems schoolwide.

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

Most strategies and activities identified in Goal 1 were implemented as planned during the 2025–2026 school year. However, substitute shortages and staffing limitations impacted the consistency of release time for collaborative data team meetings and instructional planning sessions. Some professional development opportunities and collaboration cycles required adjustments to schedules and formats in order to accommodate staffing coverage and instructional time.

Afterschool intervention programs were implemented successfully, although attendance and participation rates varied throughout the year, limiting the consistency of support for some students. In addition, increased costs associated with instructional materials, substitute coverage, and intervention staffing resulted in minor adjustments to budgeted expenditures during implementation. Despite these challenges, Title I funds continued to support the primary components of the goal, including professional development, teacher collaboration, intervention services, and project-based learning materials.

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

Based on the analysis of CAASPP, ELPAC, and local assessment data, Glen City will strengthen instructional systems, targeted interventions, and progress monitoring structures during the 2026–2027 school year. Increased emphasis will be placed on strengthening Tier I instruction, academic language development, differentiated instructional practices, and mathematical reasoning skills (CGI) across all grade levels. Additional support will also be provided for English Learners and identified student groups through expanded intervention opportunities and data-driven instructional planning.

The school will implement more structured collaborative data review cycles and strengthen alignment between classroom instruction and intervention supports to ensure instructional decisions are responsive to student performance data. Professional development opportunities will continue to focus on evidence-based instructional practices, integrated English Language Development, formative assessment strategies, and student engagement through project-based learning.

Annual measurable outcomes and growth targets have been revised to reflect increased expectations for student proficiency and subgroup growth in ELPAC, CAASPP English Language Arts, and CAASPP Mathematics. Additional focus will be placed on increasing the percentage of students meeting or exceeding standards while reducing the percentage of students performing at the “Standard Not Met” level. These revisions can be found in the 2026–2027 SPSA under the Goal Statement, Identified Need, Annual Measurable Outcomes section, Strategies/Activities Table, and Budgeted Expenditures section.

Goal 2:

By June 2026, at least 60% of all students will meet or exceed grade-level proficiency in literacy and math, as measured by state assessments and district benchmarks. This will be achieved through evidence-based, high-quality instruction, targeted interventions, and regular progress monitoring. Special focus will be placed on closing achievement gaps for English Learners, Foster Youth, Low-Income students, and Students with Disabilities, with each subgroup showing a minimum of 10% growth from the previous year.

Identified Need:

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

The Literably indices show that while some grade level cohorts are making progress, there was not the 15% growth at each grade level. Previously scores had not been disaggregated into our DLI and SEI programs. The STAR Reading and STAR Math data points show that students are at the appropriate grade level but slightly behind where they should be.

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	End of year Outcome	Expected Outcome
AMIRA	Kinder: • SEI- 76% • DLI - 91% First: 20% • DLI – / 65% • SEI – / 47% Second: 63% • DLI – / 82% • SEI – / 86% Third: • DLI – / 81% • SEI – / 72% Fourth: • DLI - 85% • SEI - 84% Fifth: • SEI - 92% Sixth: • SEI - 76%	By Quarter 4 of the 2025-2026 school year, the expected outcome is a minimum of 60% on track or above grade level as evident in the AMIRA classification report.
STAR Reading	Second: • DLI - STAR Lectura ○ At or Above Bench Mark- 36 students. ○ On Watch - 9 students ○ International - 10 students ○ Urgent Intervention - 4 students • SEI/DLI: STAR Reading Interprise ○ At or Above Bench Mark - 39 students ○ On Watch - 14 students ○ Intervention - 16 students ○ Urgent Intervention - 13 students	By Quarter 4 of the 2026-2027 school year, the expected outcome is that the at or above benchmark will be at 45%

STAR Math	Second: • DLI - STAR Matematicas ○ At or Above Bench Mark- 45 students. ○ On Watch - 9 students ○ Intervention - 5 students ○ Urgent Intervention - 1 students • SEI/DLI: **STAR Math Enterprise ○ At or Above Bench Mark - 13 students ○ On Watch - 5 students ○ Intervention - 14 students ○ Urgent Intervention - 9 students **Two DLI classes scores are not reflected on this DATA.	
Happy Numbers - End of the year math assessment.	Kinder: ○ Exceeds - 22 ○ Meets - 37 ○ Below - 8 ○ Far Below - 0 First: - ○ Exceeds - 6 ○ Meets - 28 ○ Below - 7 ○ Far Below - 0 Second: - ○ Exceeds - 0 ○ Meets - ○ Below - 3 ○ Far Below - 0 Third: - ○ Exceeds - 10 ○ Meets - 40 ○ Below - 11 ○ Far Below - 5 Fourth: - ○ Exceeds - 5 ○ Meets - 17 ○ Below - 10 ○ Far Below - 3 Fifth: - ○ Exceeds - 21 ○ Meets - 33 ○ Below - 20 ○ Far Below - 4 *Sixth: - Unit 1: ○ At or Above - 13% ○ Benchmark - 9% ○ Intervention - 19% ○ Urgent Intervention - 59% *These scores are math concept checks because Happy Numbers is not a 6th grade math program.	By the end of the 2026/2027 school year the expected outcome is for all grades to utilize Happy Number and complete placement, mid year and end of the year assessment. 40% of students will meet or exceed end of the year assessment.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Instructional Assistant Support - Additional support for 1st and 2nd grade SEI classes, 3 hours per day.	SEI students in 1st and 2nd grade	\$20,434.00 (\$15,000 Salary & \$1,412 Fringes)	Title I
2	Directed School Day Intervention - Glen City no longer has two intervention teachers, but SPUSD has restructured and hired four Intervention teachers who will serve/support two schools per intervention teacher and work with faculty to target students identified as urgent intervention/intervention/below grade level.	Students performing below grade level expectations, grades 1-6	\$0.00	District level staffing funds
3	After School Intervention - Targeted afterschool intervention in Mathematics, English language arts and Spanish Language Arts. These intervention programs will be provided by certificated staff. ASPIRe will also be an option for students after school for one hour, Monday through Friday.	1st-6th grade students performing at Standards/Bench marks Nearly Met or Standards/Bench marks Not Met, Intervention/Urgent/ Intervention	From Goal 1; Strategy 3	Title I

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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 deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the 2025–2026 school year, Glen City implemented multiple intervention and instructional support systems designed to increase literacy and mathematics proficiency across all grade levels and student groups. Additional instructional assistant support was provided to 1st and 2nd grade SEI classrooms to strengthen foundational literacy skills, language acquisition, and differentiated small-group instruction. The school also retained two intervention teachers who provided targeted academic support during the instructional day for students in both the DLI and SEI programs. Afterschool intervention programs in English Language Arts, Spanish Language Arts, and Mathematics were implemented for students performing below grade-level expectations.

Overall, the implementation of these strategies contributed to measurable academic growth and increased student support across multiple grade levels. AMIRA data demonstrated that several grade levels and programs exceeded the expected outcome of 60% of students on track or above grade level, particularly within the DLI program. STAR Reading and STAR Math benchmark data also provided greater insight into student performance trends and instructional needs across DLI and SEI instructional strands. Happy Numbers assessment data supported foundational mathematics skill development in primary grades and provided additional progress monitoring data for teachers to guide instruction and intervention planning.

While progress was made in several areas, achievement gaps and intervention needs remain evident across student groups and grade levels. STAR benchmark data indicated that many students continue to perform within the On Watch, Intervention, and Urgent Intervention ranges, particularly in mathematics. In addition, some grade levels did not consistently meet targeted proficiency expectations, demonstrating the continued need for strong first instruction, targeted intervention supports, and structured progress monitoring systems. The continued disaggregation of DLI and SEI data improved the school's ability to identify subgroup needs and provide more targeted academic supports.

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

Most strategies and activities identified in Goal 2 were implemented as intended during the 2025–2026 school year. However, staffing limitations, student scheduling needs, and varying attendance rates impacted the consistency of some intervention services and support schedules. Afterschool intervention participation fluctuated throughout the year, limiting the continuity of support for some identified students.

Additionally, some assessment implementation adjustments occurred throughout the year as the school refined assessment systems and expanded the use of AMIRA and STAR, optional, Happy Numbers progress monitoring tools across grade levels and programs. Minor adjustments to expenditures were necessary to address instructional material needs, intervention scheduling, and staffing support throughout implementation. Despite these adjustments, Title I funds and district-supported staffing resources continued to support intervention services, instructional assistant support, and targeted academic programming aligned to the articulated goal priorities.

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

Based on the analysis of AMIRA, STAR Reading, STAR Math, Happy Numbers, and local assessment data, Glen City will strengthen literacy and mathematics intervention systems during the 2026–2027 school year. Additional emphasis will be placed on increasing the percentage of students performing at benchmark or above benchmark levels while reducing the number of students identified within intervention and urgent intervention categories.

The school will continue expanding differentiated instructional supports, structured intervention schedules, and progress monitoring systems across all grade levels. Additional focus will be placed on foundational literacy development, mathematical reasoning, academic language acquisition, and targeted support for English Learners, Foster Youth, Low-Income students, and Students with Disabilities. Teachers and intervention staff will engage in more consistent collaborative data review cycles to strengthen instructional alignment and responsiveness to student performance data.

Annual measurable outcomes and growth targets have been revised to reflect increased expectations for benchmark proficiency rates on AMIRA, STAR Reading, STAR Math, and Happy Numbers assessments. The school will also continue refining the use of disaggregated DLI and SEI data to better monitor subgroup performance and intervention effectiveness.

These revisions can be found in the 2026–2027 SPSA under the Goal Statement, Identified Need, Annual Measurable Outcomes section, Strategies/Activities Table, and Budgeted Expenditures section.

Goal 3:

Increase student engagement, parental involvement and enhance school climate while decreasing the number of school suspensions and chronic absenteeism.

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.

Our goal of reducing chronic absenteeism below 20% was met, however we have an increasing number of students who are chronically tardy and our subgroups of homeless and students with disabilities are still performing in the orange band on the state dashboard.

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
Data Quest Attendance	2023 School Dashboard 29.8% Chronically Absent/2024 School Dashboard 17.9%	Reduce chronically absent to less than 12%
Data Quest Suspension Rate	2023 School Dashboard 1.3% Suspension Rate/2024 School Dashboard 2.8% Suspension Rate	Reduce suspension rate to less than 5%
Coffee Chats with the Principals and/or Counselors	4 per year with average attendance of 15/7 per year with an average attendance of 20	6 per year with an average attendance of 30
Family Centered Evening Activities	Baseline Year	3 per year
Student Study Trips	17 per year/9 per year	1-2 study trip per grade level per year
School Clubs	4 extracurricular clubs/8 extracurricular clubs	8 extracurricular clubs with a focus that support the school academy focus and District Learner Profile
School Wide Performances/Festivals	Baseline Year/4 Festivals/Performances with an average attendance of 250	6 Festivals/Performances with an average attendance of 250
Family Lunches	Baseline Year/8 Lunches with an average attendance of 100	8 Lunches per year with an average attendance of 100
Parent Volunteer Opportunities	Baseline Year	6 event opportunities per year

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Enrichment Activities - Students will have the opportunity to participate in planned enrichment activities during recess times that are tied to increasing social emotional well being and school community.	All students TK-6th	\$3,000.00	Title I
2	Onsite Assemblies and Educational Programs - Students will attend assemblies and educational programming onsite that ties to state standards, social emotional objectives and will increase engagement	All students TK-6th	\$6,000.00	Title I
3	Incentive Activities and Programs - Students will have the opportunity to earn and	All students TK-6th	\$4,000.00	Title I

	participate in attendance and academic incentives to support student attendance and achievement.			
4	Advisory Lessons - All students will participate in weekly lessons tied to social emotional skills, multicultural events, safety and preparedness and other identified areas of student need and growth	All students TK-6th	No cost	
5	Student Study Trips - Student Study Trips, inclusive of chaperone entrance fees, if needed, for all grade levels that are standards-based in nature and will enhance student engagement	All students TK-6th	\$12,000.00 (\$11,000.00 transportation cost) (\$1,000.00 entry fees)	Title I (Also supported in Goal 4)
6	Arts in Education - Provide student opportunities for dance classes and art classes from outside service providers. This classes tie to our academy focus.	All students TK-6th	\$25,000.00	Title 1 - \$21,012 and Prop 28 - \$3,988

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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 deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year. Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025–2026 school year, Glen City implemented a variety of school climate, student engagement, and parent involvement activities designed to improve attendance, strengthen relationships, and increase student connectedness to school. Enrichment activities during recess, onsite assemblies, advisory lessons, arts education opportunities, enrichment activities (Arts, Dance, Music, Math, Engineering) Grizzly store incentive programs, study trips, and extracurricular clubs were implemented throughout the school year to support student social-emotional well-being and engagement.

The school successfully expanded opportunities for students and families to participate in school-wide events, performances, family lunches, Health and Wellness and parent engagement activities. Participation in extracurricular clubs, family-centered activities, and school performances increased and contributed positively to school culture and student engagement. Attendance incentive programs and recognition activities also supported improved student attendance, and the school maintained chronic absenteeism below the previous year's rate.

Advisory lessons focused on social-emotional learning, Grizzly GROWL schoolwide goals, safety, multicultural awareness, and positive behavior expectations were consistently implemented across grade levels and supported improvements in student relationships and overall school climate. Arts in Education programming and standards-based study trips provided students with additional enrichment opportunities connected to the school's academy focus and District Learner Profile competencies.

Although progress was made in several areas, the school did not fully meet all attendance and suspension goals. Chronic tardiness continued to increase, and suspension rates remained above the desired target. Additionally, student groups including Homeless Youth and Students with Disabilities continued to perform within the orange performance band on the California Dashboard, indicating the need for additional targeted supports and interventions 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.

Most planned strategies and activities were implemented during the 2025–2026 school year as outlined in the SPSA. However, some adjustments were made throughout the year due to scheduling conflicts, transportation availability and increased operational costs for assemblies, study trips, and enrichment programs.

While student study trips and assemblies were successfully provided across grade levels, some transportation and program costs exceeded original estimates, requiring adjustments between Title I and supplemental funding sources, including support from Proposition 28 funds for arts education activities. Participation in extracurricular activities and family engagement events exceeded initial expectations in several areas, resulting in additional material and operational costs throughout the year.

In addition, attendance at parent informational meetings remained consistent from previous years and at times we did see increase in parent participation, especially with Parent Ambassadors, PTA and Coffee with the Principals. We adjusted communication methods and increased the number of family-centered engagement opportunities focused on performances, celebrations, supervision and student showcases to encourage greater family participation. Overall, expenditures remained aligned to the intent of the goal and supported implementation of activities designed to improve school climate, student engagement, and family involvement.

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

As a result of the 2025–2026 analysis, Glen City will continue Goal 3 during the 2026–2027 school year with additional emphasis placed on reducing chronic tardiness, improving attendance rates for targeted student groups, and strengthening positive behavior supports schoolwide. The school will increase monitoring systems for attendance and tardiness, strengthen parent communication regarding attendance expectations, and expand incentive programs tied to both attendance and positive behavior.

The school will also continue expanding enrichment opportunities, extracurricular activities, advisory lessons, and arts-based programming to increase student connectedness and engagement. Additional targeted supports will be implemented for student groups identified in the orange performance band, including Students with Disabilities and Homeless Youth, through increased collaboration between Outreach Coordinator, counselors, intervention staff, teachers, families.

Family engagement efforts will continue to shift toward activities that historically demonstrate higher participation rates, including family-centered events, performances, and interactive learning opportunities. Communication strategies will also be expanded through multilingual outreach, digital communication platforms, and increased family partnership opportunities.

These revisions are reflected in the 2026–2027 SPSA under Goal 3 within the updated Annual Measurable Outcomes, revised attendance and engagement metrics, and expanded Strategies/Activities section.

Goal 4:

Create a positive, welcoming and safe school climate for students, families and 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.

As a school of approximately 700 students, attendance at informational meetings is very low. There is a high attendance rate at performances and festivals.

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
Coffee Chats with Administration & Counselors Meetings & Attendance	4 per year with average attendance of 15/7 per year with an average attendance of 20	8 per year with an average attendance of 25+
ELAC Meeting Attendance	Average attendance: 3/Average attendance: 1	Average Attendance: 6
School Site Council Meetings	6 per year/5 per year	6 per year
General PTA Meeting Attendance	Baseline/Average attendance: 20	Average attendance: 30
Instructional Leadership Team Meetings	4 per year/8 per year	8 per year
DLI Family Meeting Attendance	Baseline/Average attendance: 20	Average attendance: 40
Family Lunches Attendance	Baseline Year/7 Lunches with an average attendance of 100	8 Lunches per year with an average attendance of 100
School Wide Festivals/Performances	Baseline Year/4 Festivals/Performances with an average attendance of 150	5 Festivals/Performances with an average attendance of 200
Study Trips	13 per year/13 per year	1-2 study trip per grade level per year
School Extracurricular Clubs	4 extracurricular clubs/8 extracurricular clubs	8 extracurricular clubs
Student Awards Events	Baseline/2 per year	4 per year

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Parent Education Opportunities - Provide refreshments, educational materials and translation for families during Coffee Chats, parent trainings and conferences	All TK - 6th grade students and families	\$3,000.00	Title I
2	Evening Events - To increase parent involvement and enhance our STEAM academy, Glen City will host evening events to showcase student work and learning	All TK-6th grade students and families	\$2,000.00	Title I

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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 deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the 2025–2026 school year, Glen City continued implementing activities and engagement opportunities focused on strengthening a positive, welcoming, and safe school climate for students, families, and staff. Parent education opportunities, Coffee Chats with administration and counselors, family lunches, DLI family meetings, PTA meetings, student performances, extracurricular clubs, and evening events were implemented throughout the year to increase family engagement and school connectedness.

School-wide festivals, student performances, and family-centered events demonstrated strong attendance and participation from families and community members. These events helped strengthen positive relationships between home and school while increasing opportunities for families to celebrate student achievement and participate in school culture. The expansion of extracurricular clubs, study trips, and student recognition events also contributed positively to student engagement and school connectedness.

Parent education opportunities, including Coffee Chats and informational meetings, were offered regularly with translation services, materials, and refreshments provided to support accessibility for families. Although participation at informational meetings improved slightly, attendance remained lower than desired when compared to participation at student-centered events and performances. The school also continued collaboration with Parent Ambassadors, PTA, ELAC/SSC, and DLI parent groups to strengthen communication and increase opportunities for stakeholder involvement.

Overall, the implementation of the identified strategies supported a positive school climate and increased family engagement opportunities. However, the school identified the continued need to improve participation at informational meetings, expand outreach efforts, and strengthen communication systems to ensure broader family involvement across all school programs and committees.

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

Most planned strategies and activities were implemented during the 2025–2026 school year as outlined in the SPSA. However, some adjustments were made throughout the year to better align activities with family participation trends and school community needs.

While Coffee Chats, family trainings, and informational meetings were offered regularly, attendance at these meetings remained steady and consistent. In response, the school shifted additional resources and planning efforts toward family-centered evening events, performances, student showcases, and recognition activities that historically demonstrated stronger family engagement. Some expenditures related to refreshments, materials, translation services, and event supplies were applied to increase participation at school-wide events and performances.

Additionally, scheduling adjustments were made to accommodate family availability, staffing needs, and facility use throughout the year. Despite these adjustments, expenditures remained aligned to the overall intent of the goal and continued to support efforts focused on increasing family involvement, strengthening school climate, and promoting positive relationships among students, staff, and families.

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

As a result of the 2025–2026 analysis, Glen City will continue Goal 4 during the 2026–2027 school year with an increased focus on improving family participation in informational meetings, strengthening communication systems, and expanding inclusive engagement opportunities for all stakeholder groups. The school will continue providing family-centered events, student showcases, performances, and recognition programs while increasing efforts to connect these events to educational information and school initiatives.

Additional outreach strategies will be implemented to improve attendance at Coffee Chats, ELAC, PTA, SSC, Parent Ambassadors, and DLI family meetings, including increased multilingual communication, digital reminders, flexible scheduling options, and opportunities for virtual participation when appropriate. The school will also continue strengthening partnerships between families, teachers, counselors, and administration to support a positive and welcoming school environment.

Annual measurable outcomes were revised to reflect increased participation targets for family engagement activities, Coffee Chats, PTA meetings, DLI family meetings, and school-wide events. Additional emphasis will also be placed on expanding extracurricular opportunities, student recognition events, and family engagement activities connected to the school's STEAM academy focus and District Learner Profile competencies.

These revisions are reflected in the 2026–2027 SPSA under Goal 4 within the updated Annual Measurable Outcomes, revised family engagement metrics, and expanded Strategies/Activities section.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$97,664.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,988.00

Overall total of funds included for this school: **\$101,652.00**

Other Federal, State and Local Funds

The School Site Council intends for School Name to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2025-2026 Carryover	\$0.00
Title I 2026-2027 Allocation	\$97,664.00

Subtotal of additional federal funds included for this school: **\$97,664.00**

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 (\$)
Prop 28 2026-2027 Allocation	\$3,988.00

Subtotal of state or local funds included for this school: **\$3,988.00**

Total of federal, state, and/or local funds for this school: **\$101,652.00**

Title I Allocations – 2026-2027

2025-2026 Title 1 Budget Name of School: _____

		Resource	Title I	Remarks
		Allocation: 26-27	\$97,664.00	
		Carry Over	0	
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes	\$19,000.00	Goal 1.1 (5,000); Goal 1.2 (6,000); Goal 1.3 (8,000)
1103	1000	Tchr. Extra Duty		
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.	\$15,000.00	Goal 2.1 (15,000);
2103	1000	IA Extra Duty - Translating		
2200	2420	Library Asst.		
2203	2420	Library extra duty		
2402	2700	Clerical sub.		
2403	2700	Cler. Extra Duty		
2940	1000	Noon Duty		
3000	1000	Fringes	\$5,652.00	Goal 1.1 (1,116); Goal 1.2 (1,339); Goal 1.3 (1785); Goal 2.1 (1,412)
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	\$16,000.00	Goal 1.4 (7,000); Goal 3.1 (3,000); Goal 3.3 (4,000); Goal 4.2 (2,000)
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	\$3,000.00	4.1 (3,000)
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds		
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500		
4425	1000	Tech Equipment		
5200	1000	Travel / Conf. – Teachers		
5200	2700	Travel/Conf. – Admin.		
5200	3110	Travel/Conf. – Counselor		
5200	1000	Travel/Conf Parents		
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt	6000	Goal 3.2 (6,000)
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst	\$21,012.00	Goal 3.6 (21,012)
5850	1000	Study Trips (Fees)	\$1,000.00	Goal 3.5 (1,000);
5860	1000	Transportation (Study	\$11,000.00	Goal 3.5 (11,000)
Total Spent			\$97,664.00	
Available Balance			0.00	

SSC Chair Signature: Sofia Gangl Date: June 12, 2026Principal Signature: Juan Juizman Date: June 12, 2026

References

2024-2025 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	93	93	93	15.05%	13.98%	26.88%	44.09%
Male	55	55	55	18.18%	10.91%	20.00%	50.91%
Female	38	38	38	10.53%	18.42%	36.84%	34.21%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	88	88	88	13.64%	14.77%	27.27%	44.32%
Hawaiian or Pacific Islander	72	72	72	8.33%	26.39%	36.11%	29.17%
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	84	84	84	14.29%	15.48%	28.57%	41.67%
English Learners	39	39	39	7.69%	2.56%	20.51%	69.23%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	4	4	4	*	*	*	*
Homeless Youth	14	14	14	0.00%	14.29%	42.86%	42.86%

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	93	93	93	9.68%	21.51%	30.11%	38.71%
Male	55	55	55	12.73%	23.64%	29.09%	34.55%
Female	38	38	38	5.26%	18.42%	31.58%	44.74%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	88	88	88	9.09%	20.45%	30.68%	39.77%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	84	84	84	9.52%	21.43%	29.76%	39.29%
English Learners	39	39	39	2.56%	10.26%	23.08%	64.10%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	4	4	4	*	*	*	*
Homeless Youth	14	14	14	0.00%	28.57%	21.43%	50.00%

2024-2025 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	75	75	75	5.33%	28.00%	25.33%	41.33%
Male	30	30	30	6.67%	13.33%	23.33%	56.67%
Female	45	45	45	4.44%	37.78%	26.67%	31.11%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	73	73	73	5.48%	27.40%	26.03%	41.10%
Hawaiian or Pacific Islander	82	82	82	8.54%	15.85%	23.17%	52.44%
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	71	71	71	5.63%	25.35%	26.76%	42.25%
English Learners	27	27	27	0.00%	7.41%	29.63%	62.96%
Students with Disabilities	15	15	15	0.00%	6.67%	20.00%	73.33%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	8	8	8	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	75	75	75	6.67%	29.33%	28.00%	36.00%
Male	30	30	30	10.00%	26.67%	30.00%	33.33%
Female	45	45	45	4.44%	31.11%	26.67%	37.78%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	73	73	73	6.85%	28.77%	27.40%	36.99%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	71	71	71	5.63%	29.58%	29.58%	35.21%
English Learners	27	27	27	3.70%	11.11%	37.04%	48.15%
Students with Disabilities	15	15	15	0.00%	6.67%	26.67%	66.67%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	8	8	8	*	*	*	*

2024-2025 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	83	83	83	14.46%	28.92%	20.48%	36.14%
Male	37	37	37	13.51%	21.62%	18.92%	45.95%
Female	46	46	46	15.22%	34.78%	21.74%	28.26%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	80	80	80	15.00%	30.00%	21.25%	33.75%
Hawaiian or Pacific Islander	87	87	87	14.94%	27.59%	27.59%	29.89%
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	78	78	78	14.10%	28.21%	20.51%	37.35%
English Learners	30	30	30	3.33%	13.33%	20.00%	63.33%
Students with Disabilities	17	17	17	0.00%	5.88%	5.88%	88.24%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	9	9	9	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	83	83	83	14.46%	8.43%	26.51%	50.60%
Male	37	37	37	18.92%	10.81%	24.32%	45.95%
Female	46	46	46	10.87%	6.52%	28.26%	54.35%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	80	80	80	15.00%	8.75%	27.50%	27.47%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	78	78	78	14.10%	7.69%	28.21%	50.00%
English Learners	30	30	30	0.00%	3.33%	33.33%	63.33%
Students with Disabilities	17	17	17	0.00%	0.00%	23.53%	76.47%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	9	9	9	*	*	*	*

2024-2025 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	93	93	93	5.38%	22.58%	38.71%	33.33%
Male	49	49	49	2.04%	18.37%	40.82%	38.78%
Female	44	44	44	9.09%	27.27%	36.36%	27.27%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	91	91	91	5.49%	21.98%	39.56%	32.97%
Hawaiian or Pacific Islander	105	104	104	4.81%	21.15%	28.85%	45.19%
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	83	83	83	6.02%	16.87%	39.76%	37.35%
English Learners	19	19	19	0.00%	0.00%	47.37%	52.63%
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	8	8	8	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	93	93	93	11.83%	7.53%	26.88%	53.76%
Male	49	49	49	14.29%	10.20%	28.57%	46.94%
Female	44	44	44	9.09%	4.55%	25.00%	61.63%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	91	91	91	12.09%	7.69%	27.47%	52.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	83	83	83	8.43%	7.23%	26.51%	57.83%
English Learners	19	19	19	0.00%	10.53%	26.32%	63.16%
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	8	8	8	*	*	*	*

School-Parent/Home Compact

**Family – School Compact
2026-2027 School Year**

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and try my best.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents about school experiences so that they can help me to be successful in school.
- Respect myself, the school, my schoolmates, the staff and families.

Student Signature or Printed Name of Student written by student: _____

Parent/Guardian Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school on time, gets adequate sleep, regular medical attention, proper nutrition and encourage proper hygiene.
- Provide a quiet time and place for homework and monitor activities that might interfere (tv, video games, etc.)
- Read to my child or encourage my child to read every day (# of minutes, as determined by the teacher).
- Communicate with the teacher or the school regarding school experiences and academic achievement.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, the staff, the other students, their families and school volunteers.
- Notify the school when my child is absent and provide a reason.
- Provide necessary medication, as needed.

Parent Signature: _____

Family Engagement Policy

**Parent/Guardian and Family Engagement Policy
2026-2027**

Glen City Elementary School's parent/guardian and family engagement policy, programs, and activities are consistent with the following statutory definition:

Parental/guardian and familial engagement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents/guardians play an integral role in assisting their child's learning;
- that parents/guardians are encouraged to be actively involved in their child's education at school;
- that parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

To promote parent and family engagement and implement the statutory requirement of Section 1118 of the ESEA, Glen City Elementary School will:

- Create a parent/guardian engagement policy in collaboration with parents/guardians, make that policy available to all stakeholders, and notify parents/guardians about the policy in an understandable format and, to the extent practicable, in a language that parents/guardians can understand.
- Update the policy periodically to meet changing needs.
- Work with parents/guardians to create a family-school compact.
- Provide opportunities for the full participation of parents of English learners, special education, and migrant students.
- Involve the parents of students served in Title I in decisions about how funds reserved for parental involvement is spent.
- Build site capacity for parent leadership, collaboration, and communication.
- Provide other reasonable support for parental involvement activities as requested by parents

Glen City Elementary School will involve parents/guardians in the joint development, review and update of its school parent and family engagement policy and plan. Parents/guardians will have the opportunity to learn about, discuss, and have input into the plan at School Site Council meetings, Glen City PTA meetings, the annual Title I meeting, and English Learner Advisory Committee meetings.

The parent/guardian and family engagement policy is distributed at the beginning of each school year through the registration packets and to any students who enroll after that date during the school year.

Annual Title I Meeting

Glen City Elementary School holds an annual meeting to inform parents/guardians of the school's participation in Title I programs, and to explain the Title I requirements and the right of parents/guardians to be involved in Title I programs. The school convenes the meeting at a time convenient for parents/guardians and may offer a flexible number of additional parent/guardian involvement meetings, as requested by parents. All parents/guardians of students participating in the Title I program are invited to this meeting and will be encouraged to attend by:

- Making phone calls, sending parent notifications via Parent Square, social media platforms, and posting it on the school website and marquee to reach all parents/guardians
- Sending home letters and reminders to inform parents/guardians about time and place of meetings (all information sent home and given out at meeting is in Spanish and English and in other languages as requested)
- Providing interpretation at the meeting, so that all parents/guardians can access the information
- Providing childcare
- Providing follow up information to parents who were unable to attend (as requested)

Flexible Number of Meetings

Glen City Elementary School will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, and services related to parent/guardian and family involvement.

- We will hold a Back to School Night at the beginning of the school year.
- Convene with English Language Advisory Committee (ELAC) at least four times a year to establish communication and English Language Learner Plan. Babysitting (as needed) and translation are available at each meeting.
- We will hold "Coffee with the Principal" a minimum of 6 times per year provide parent training and open communication with the parents or guardians.
- We will hold an LCAP parent forum in February to gather input about our LCAP actions and services.
- Provide Family Nights with the focus on Reading and Math. Parents may be invited to participate in activities with their children during the workshop.

Title I Program and Services

Glen City Elementary School will provide parents/guardians of participating student's information about the Title I program, including a description and explanation of the school's curriculum, assessments used to measure students' progress, and the proficiency levels students are expected to meet. This information will be provided to parents through:

- Annual Title I meeting
- Formal/informal conference with teachers
- Phone and E-mail contacts
- Report Cards
- Back to School Night
- School Accountability Report Card

Glen City Elementary School makes every attempt to coordinate Title I parent/guardian engagement activities with similar activities that are done through ELAC, SSC, and Glen City PTA.

School Review and Improvement/Information about Student Achievement Progress will involve parents in the process of school review and improvement, giving parents the opportunity to review school wide and program achievement data and make suggestions for school improvement at School Site Council, Title I, English Learner Advisory Committee, and Glen City PTA meetings. Glen City School will provide each parent/guardian with information about the individual

performance of their child on both classroom and State assessments through:

- Providing parents/guardians with individualized information about students during parent/teacher conferences
- Providing parents/guardians a copy of the student's individual State assessment data
- Providing parents/guardians a copy of the student's ELPAC results (English Learners only)
- Giving parents report cards every semester and progress reports every Quarter 1 and Quarter 3 reporting timeframe

Updated & Approved (Insert Date)

Parent/Guardian Feedback and Input

Glen City Elementary School will provide opportunities for parents/ guardians to formulate suggestions and to participate in decision-making about the education of their students. The school will respond to any such suggestions through:

- Incorporating suggestions into the school evaluation and/or the school plan, goals, and activities designed to achieve those goals
- Develop differentiated instruction for students as needed
- Tailoring intervention services to meet students' needs
- Development of IEP (special education students)
- A survey will be sent home to every family in English and Spanish (other languages as requested) soliciting their input and suggestions for school improvement.

Family-School Compact

Glen City Elementary School distributes to parents/guardians and family members of Title 1 students a school-family compact. The compact, which has been jointly developed with parents/ guardians, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved students' academic achievement. It describes specific ways the school and families will partner to help children achieve the challenging State academic standards. The separate school-family compact address the following legally required items, and may include other items suggested by parents and family member of Title 1 students.

- Compact are reviewed/updated annually by staff and School Site Council
- Compacts are distributed in the Registration Packets and at the time of registration for new students.
- Parent Teacher Conference are required after the First Trimester and may occur during Third Trimester.

Training for Parents and Staff

Glen City Elementary School will provide materials and training to help parents/guardians work with their students to improve their student's academic achievement through activities such as:

- School Site Council and ELAC training for parents
- Glen City PTA sponsored parent training/education activities
- Ventura County Office of Education parent/guardian training
- Training provided to parents at Annual Title I meeting

Glen City Elementary School will also assist parents/guardians in understanding the California Common Core Standards, state and local assessments. As well as to how to monitor their child's progress and how to work collaboratively with the school through:

- Parent/Guardian conferences
- Newsletters
- Presentations at ELAC and SSC
- Annual Title I Meeting
- Parent coffees with the Principal

Glen City Elementary School will, with the assistance of its parents/guardians, educate its teachers, principal, coordinator, paraprofessionals, library clerk, and other office staff in how to reach out to, communicate, with, and work with parents/guardians as equal partners in the value and utility of contributions of parents through:

- Presentations and discussion at staff meetings, in services, and/or staff development days planned by the Glen City Elementary School staff
- New teacher support meetings provided by the District
- Written information presented by the administration in staff newsletters or distributed to teachers' mailboxes
- Communication from parents/guardians to staff during the year informally and formally at Site Council, ELAC, and Title I parent meetings

Updated & Approved (Insert Date)

Translation and Understandable Format

Glen City Elementary School provides all information related to the school and parent programs, meetings, and other activities in an understandable format, translated and interpreted as needed into Spanish (other languages as requested).

Parent Involvement Calendar

Glen City Elementary School welcomes and encourages parent involvement. The calendar below identifies many of the activities throughout the 2026-2027 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.



GLEN CITY
GLOBAL STEAM² ACADEMY
 141 S. Steckel Drive · Santa Paula, CA 93060
 Phone · (805) 933.8850 Fax · (805) 525.5618
 Juan Guzman Principal
 Michelle Ochoa, Assistant Principal



Glen City STEAM² Academy
2026 - 2027

July/Julio

- Parent Welcome Letter including policies and procedures/Carta de bienvenida para padres que incluye políticas y procedimientos

August/Agosto

- Welcome back family picnic/Bienvenido de nuevo picnic familiar
- PTA Meeting/Junta de PTA
- Dual Language Immersion Program Family Meeting/Reunión familiar del programa de inmersión en dos idiomas
- Coffee Chat with Principal/Charla de café con la directora
- PTA – Panda Express Fundraiser
- PTA – Movie Night

September/Septiembre

- Back to School Night/Noche de regreso a clases
- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- TK/Kindergarten Family Lunch/Almuerzo familiar de TK/Kindergarten
- Let's Talk Math/Science Family Night/Noche Familiar de Hablemos de Matemáticas/ciencia
- PTA - Family Memberships

October/Octubre

- Jog-A-Thon -Splash of Color - PTA
- Red Ribbon Week/Semana del Listón Rojo
- PTA Meeting/Junta de PTA
- Coffee Chat with Principal/Charla de café con la directora
- 6th Grade Family Lunch/Almuerzo familiar de sexto grado
- Parent Conferences/Conferencias de padres

- Dual Language Immersion Program Family Meeting//Reunión familiar del programa de inmersión en dos idiomas
- TrunkorTreat

November/Noviembre

- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- First Grade Family Lunch/Almuerzo familiar de primer grado
- Family Reading Night/Noche de lectura familiar
- Día de los Muertos Event

December/Diciembre

- Multicultural Festival/Festival Multicultural
- PTA Meeting/Junta de PTA
- Coffee Chat with Principal/Charla de café con la directora
- Semester Awards/Premios Semestrales
- PTA – Penguin Patch

January/Enero

- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- Let's Talk Math Family Night/Noche Familiar de Hablemos de Matemáticas
- Fifth Grade Family Lunch/Almuerzo familiar de quinto grado
- Dual Language Immersion Program Family Meeting//Reunión familiar del programa de inmersión en dos idiomas

February/Febrero

- STEAM Night/Noche de STEAM
- Second Grade Family Lunch/Almuerzo familiar de segundo grado
- PTA Meeting/Junta de PTA
- Coffee Chat with Principal/Charla de café con la directora

March/Marzo

- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- Fourth Grade Family Lunch/Almuerzo familiar de cuarto grado
- LCAP Family Meeting/Reunión familiar del LCAP
- Talent Show/Concurso de talentos
- Parent Conferences/Conferencias de padres

April/Abril

- PTA Meeting/Junta de PTA
- Coffee Chat with Principal/Charla de café con la directora
- Dual Language Immersion Program Family Meeting//Reunión familiar del programa de inmersión en dos idiomas
- Family Reading Night/Noche de lectura familiar

May/Mayo

- School Site Council Meeting/Reunión del consejo escolar
- English Learner Advisory Committee Meeting/Reunión del Comité Asesor de Estudiantes de Inglés
- Third Grade Family Lunch/Almuerzo familiar de tercer grado
- Spring Festival/Festival de Primavera
- Band Performance/Performance de Banda
- PTA - End of Year - Carnival

June/Junio

- End of Year Events and Awards/Eventos y premios de fin de año

Professional Development Plan

The district provides multiple staff development opportunities for all teachers both during the school year as well as during the summer. Analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended content training to adopted textbooks in both Language Arts and math and have developed unit and lesson plans based on the most appropriate strategies. Our District and site-level leadership provides onsite support with data analysis, intervention planning, instructional strategies and model lessons to support site teachers in the most appropriate grade level instructional delivery of standards based content. Principals use frequent walk-throughs to monitor the instructional program and provide feedback on adherence to grade level implementation of paced standards and high impact instructional strategies

Teachers have committed to collaborating on a weekly basis with their grade level partners for the purpose of planning. Additionally, all staff participate each trimester in half-day “data team” meetings. These meetings are planned by the principal to include professional development, data analysis, and identification of students for Rtl. Included in these collaboration sessions are grade level agreements related to content and delivery of standards-based instruction and implementation of current curriculum alignment with district pacing. Staff meetings and staff development sessions also provide frequent opportunities for collaboration and professional development.

Site-based analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended and will continue to attend content training aligned to the Common Core Standards and adopted textbooks and other materials in Language Arts, Math and ELD. Principal Alfredo Varela provides teachers with onsite support with data analysis, intervention planning, instructional strategies, and uses frequent walk-throughs to monitor the instructional program. He provides feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

During the 2026-2027 school year, Glen City’s teachers will focus on the following staff development topics:

- Math
- ELA
- ELA: Site Writing Task Force
- Leader in Me (SEL)

School Accountability Report Card

 GLEN CITY ELEMENTARY SCHOOL GLOBAL STEAM² ACADEMY 141 Steckel Drive • Santa Paula, CA 93060 • (805) 933-8850 • Grades TK-6 Juan Guzman, Principal • CDS: 56768286055578 SCHOOL ACCOUNTABILITY REPORT CARD A REPORT OF 2024-25 ACTIVITY PUBLISHED IN 2025-26		
Principal's Message Dear Glen City Global STEAM² Academy Families, Welcome to another exciting year at the Glen City Global STEAM² Academy. We are thankful to have new and returning families as part of our school community. Our STEAM² academy focus allows our students to experience educational opportunities built around science, technology, engineering, arts and mathematics in addition to our traditional curriculum. Additionally we offer a Dual Language (DLI) Immersion program. This opportunity creates bilingual, biliterate scholars who achieve in two languages and are socioculturally competent. This program runs parallel with our STEAM academy ensuring Glen City students are ready for success. The dedicated faculty and staff at Glen City work together to ensure our students learn and thrive academically, socially and emotionally. We value the relationship between our school community and families. We believe the open communication is a key to success. We encourage you to stay connected via our school website, social media and Parent Square app to learn more about all of the events and activities offered at Glen City. Welcome to Glen City Global STEAM² Academy, where we plant seeds of curiosity and possibility in every scholar. District & School Description Santa Paula Unified School District Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates one preschool, six elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school all nestled against the city's foothills. During the 2024-25 school year, the District served 4,575 students in grades TK-12. The demographic composition of the student body included 17.6% students identified with a disability, 29.4% qualifying for English learner support, 1.7% migrant, 0.1% foster youth, 9.0% homeless youth, and 85.8% socioeconomically disadvantaged.	District Vision & Mission Vision: Committed to serving every student every day. Mission: The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible. School Vision & Motto Vision: At Glen City Global STEAM² Academy, all educational partners will commit to empowering multilingual minds for a sustainable and ever-changing world. Motto: Planting seeds of curiosity and possibility in every scholar! Glen City Elementary School During the 2024-25 school year, Glen City Elementary served 675 students in grades TK-6. Student enrollment included 43.4% qualifying for English learner support, 15.9% students identified with a disability, 2.1% migrant, 11.1% homeless youth, and 87.7% socioeconomically disadvantaged.	Santa Paula Unified School District 201 S. Steckel Drive Santa Paula, CA 93060 (805) 933-8800 www.santapaulaunified.org Board of Trustees Dr. Daniel Sandoval, President Mr. Nathan Ramos Rodriguez, Vice President Mrs. Anna Villicana-Arroyo, Clerk Mr. Tommy Frutos, Member Mr. Michael Kumazawa, Member District Administration Mr. Jeffrey Weinstein Superintendent Dr. Georgina Ramirez Assistant Superintendent EL Services & Community Engagement Ms. Lori Toms Chief Business Officer Contents Principal's Message District & School Description Local Control Accountability Plan (LCAP) Parent Involvement Student Achievement School Facilities & Safety Classroom Environment Curriculum & Instruction Professional Staff SARC Data & Internet Access District Expenditures The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2025.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	49.8%
Male	50.2%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0.6%
Black or African-American	0.1%
Filipino	0%
Hispanic or Latino	94.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.4%
White	4.1%
English Learners	43.4%
Foster Youth	0%
Homeless	11.1%
Migrant Services	2.1%
Socioeconomically Disadvantaged	87.7%
Students with Disabilities	15.9%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	45
Kindergarten	93
Grade 1	95
Grade 2	95
Grade 3	94
Grade 4	76
Grade 5	83
Grade 6	94
Ungraded	
Total Enrollment	675

Local Control Accountability Plan (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade

eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

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

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities
School Events Setup

Committees

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

School Activities

Back to School Night
Band Performances
Book Fair
Campus Cleanup Day
Coffee Chats with the Principal
Dance with a Loved One
Día de los Muertos Cultural Night
Dr. Seuss Night
End of Year Carnival
Family Lunch Days
Family Math Night
Field Day
Holiday Performances
Jog-A-Thon
Multicultural Festival
Parent Conferences
Penguin Patch
Red Ribbon Week
Reindeer Run
Student Recognition Assemblies
Talent Show
Trunk or Treat

School News

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

Student Achievement**District Benchmark Assessments**

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

California Assessment of Student Performance and Progress (CAASPP)

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

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	32.0	33.0	34.0	35.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	25.0	27.0	20.0	22.0	35.0	37.0

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

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

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	345	345	100	0	33.04
Female	173	173	100	0	39.88
Male	172	172	100	0	26.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	333	333	100	0	33.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	115	100	0	9.57
Foster Youth	0	0	0	0	0
Homeless	39	39	100	0	17.95
Military	--	--	--	--	--
Migrant Services	13	13	100	0	7.69
Socioeconomically Disadvantaged	255	255	100	0	29.02
Students with Disabilities	53	53	100	0	3.77

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

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	345	345	100	0	26.96
Female	173	173	100	0	22.54
Male	172	172	100	0	31.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	333	333	100	0	26.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	115	100	0	10.43
Foster Youth	0	0	0	0	0
Homeless	39	39	100	0	23.08
Military	--	--	--	--	--
Migrant Services	13	13	100	0	7.69
Socioeconomically Disadvantaged	255	255	100	0	23.92
Students with Disabilities	53	53	100	0	1.89

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

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

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

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	21.59	19.28	15.95	17.78	30.73	32.33

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

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

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

Physical Fitness

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

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

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

School Facilities & Safety

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

2024-25 Campus Improvements:

- Flooring replacement in rooms K2, K3 and staff restrooms

2025-26 Planned Campus Improvements:

- HVAC improvement projects
- Green Schoolyard grant project

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

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

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

- Classroom cleaning
- Kitchen cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1955
Acreage	--
Square Footage	--
	Quantity
Permanent Classrooms	18
Portable Classrooms	13
Restrooms (Sets)	3
Speech Room	1
Multipurpose Room/Cafeteria	1
Playground	1
Literacy Center	1
Counseling Office	2
Occupational Therapy Room	1
STEAM Lab	1
Wellness Center	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Glen City Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in January 2026.

School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Glen City Elementary School took place on November 3, 2025. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2025-26 school year, 100% of restrooms were fully operational and available to students at the time of inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: November 3, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

Supervision & Safety

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

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

Classroom Environment

Student Recognition Programs

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

Grizzly Growl:

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

Discipline & Climate for Learning

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

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

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

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	1.28	2.75	2.15
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	4.99	4.58	4.99
% Students Expelled	0.12	0.06	0.08
	State		
% Students Suspended	3.6	3.3	2.9
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	2.2	0.0
Female	0.9	0.0
Male	3.4	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	2.3	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	2.0	0.0
Foster Youth	0.0	0.0
Homeless	1.2	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	2.3	0.0
Students with Disabilities	2.5	0.0

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

Class Size Distribution

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

Average Class Size and Class Size Distribution				
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23.0		6	
1	22.0		4	
2	23.0		3	
3	24.0		3	
4	26.0		3	
5	24.0	1	3	
2023-24				
	K	20.0	3	2
	1	23.0		4
	2	23.0		4
	3	24.0		3
	4	25.0		3
2024-25				
	K	18.0	1	3
	1	22.0		4
	2	23.0		4
	3	24.0		4
	4	19.0	1	3
	5	25.0		3
Other	6	30.0		3
	Other	15.0	2	1

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

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

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Glen City Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	697	686	104	15.2
Female	345	339	49	14.5
Male	352	347	55	15.9
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	656	648	97	15.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	31	29	6	20.7
English Learners	303	299	29	9.7
Foster Youth	--	--	--	--
Homeless	84	82	9	11.0
Migrant Services	21	21	1	4.8
Socioeconomically Disadvantaged	613	605	97	16.0
Students with Disabilities	122	121	21	17.4
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

Curriculum & Instruction	
Staff Development All professional development opportunities at Santa Paula Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys. During the 2024-25 school year, Glen City Elementary provided site-based staff development after school. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included: • Amira • Biliteracy Training • Data Analysis • CGI - Math • Core Literacy Training (Reading/Phonics) • Dual Language Immersion (DLI) • K-2 Literacy Initiative • P3CC • Project-Based Learning During the 2023-24, 2024-25, and 2025-26 school years, Santa Paula Unified School District provided the following staff development training:	
Number of School Days Dedicated to Staff Development and Continuous Improvement	
2023-24	2 days
• Project Based Learning with Trevor Muir • CGI Math • CORE Phonics Instructional Sequence • Active Intruder Training	
2024-25	2 days
• CGI Math • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing • Textbook Standards Alignment	
2025-26	2 days
• AMIRA Reading • Twig Science • PK/TK Math Labs • Cognitively Guided Instruction (CGI) • Classroom Management • Literacy, ELPAC Assessment, and Integrated ELD Strategies • English 3D Training • Benchmark/Performance Matters • CAASPP Alignment • Standards Map	

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

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

Instructional Materials

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

On September 24, 2025, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2025-26:5 Sufficiency of Textbooks or Instructional Materials which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (4) sufficient textbooks or instructional materials were provided to each student enrolled in

foreign language or health classes, and (5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2025-26 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Specialized Instruction

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

Special Education

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

English Language Learners (Emergent Bilinguals)

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

At Risk Interventions

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

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	McMillan McGraw Hill: <i>Wonders</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2016	McGraw Hill: <i>StudySync</i>	Yes	0%
History-Social Science			
2022	Studies Weekly	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2019	TCI: <i>History Alive</i>	Yes	0%
Mathematics			
2015	Houghton Mifflin Harcourt: <i>Math Expressions</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2016	CPM Educational Program: <i>CC 1</i>	Yes	0%
Science			
2025	Twig Education: <i>Twig Science</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2022	McGraw Hill: <i>Inspire Science</i>	Yes	0%

Professional Staff**Teacher Preparation and Credentials**

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

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

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	Credentialed Teachers Assigned Out-of-Field (“out-of- field” under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	34.7	0.0	0.0	0.0	2	36.7
School %	94.55	0.0	0.0	0.0	5.45	100
District #	240.7	4.2	4.7	5.9	12.2	267.9
District %	89.85	1.59	1.77	2.21	4.57	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	27.0	0.0	1.0	0.0	2.0	30.0
School %	90.0	0.0	3.33	0.0	6.67	100.0
District #	235.8	3.5	11.3	2.3	8.7	261.8
District %	90.06	1.36	4.33	0.91	3.34	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	21.8	1.0	1.0	0.0	1.0	24.8
School %	87.94	4.02	4.02	0.0	4.02	100.0
District #	213.6	2.8	12.8	2.2	7.2	238.7
District %	89.46	1.19	5.38	0.93	3.03	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

**Teachers Without Credentials and Misassignments
(Considered “Ineffective” under ESSA)****Authorization / Assignment**

	School Number		
	21-22	22-23	23-24
Permits and Waivers	1.0	0.0	0.0
Misassignments	0.0	1.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	1.0	0.0

**Credentialed Teachers Assigned Out-of-Field
(Considered “out-of-field” under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	4.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

Support Services Staff

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

**Academic Counselors & Other Support Staff
(Nonteaching Professional Staff)****2024-25**

	No. of Staff	FTE
Academic Counselor	0	0
Outreach Consultant	1	0.2
Library Clerk	1	1.0
Nurse	1	As Needed
Psychologist	1	1.0
Speech Therapist (Virtual Services)	1	1.0
Counselor	2	2.0
Health Technician	1	1.0
District Mental Health Counselor	1	As Needed
Occupational Therapist	1	0.6
Intervention Teachers	3	3.0
Assistant Principal	1	1.0
Mental Health Interns	1	0.6
STEAM TOSA	1	1.0

Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$12,146	N/A	N/A	N/A	N/A
Restricted	\$2,928	N/A	N/A	N/A	N/A
Unrestricted	\$9,218	\$8,987	102.6%	\$11,146	82.7%
Avg Teacher Salary	\$103,265	\$97,134	106.3%	\$92,686	111.4%

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

District Expenditures

Salary & Budget Comparison

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

Teacher and Administrative Salaries		
2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,983	\$57,978
Mid-Range Teacher Salary	\$94,745	\$89,612
Highest Teacher Salary	\$119,305	\$117,194
Superintendent Salary	\$265,582	\$234,076
Average Principal Salaries:		
Elementary School	\$139,491	\$143,632
Middle School	\$142,631	\$149,447
High School	\$157,963	\$162,334
Percentage of Budget:		
Teacher Salaries	27.92%	27.81%
Administrative Salaries	5.24%	5.47%
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .		

Expenditures Per Student

For the 2023-24 school year, Santa Paula Unified School District spent an average of \$23,412 of total general funds to educate each student (based on 2023-24 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant

- California Partnership Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education

SARC Data

DataQuest

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

California School Dashboard

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

Internet

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

School Site Council Bylaws

**Glen City Elementary
School Site Council Bylaws****ARTICLE I: NAME OF COUNCIL**

The name of this council shall be the Glen City Elementary School Site Council (GCESSC). Hereinafter, the School Site Council may be referred to as the Council.

ARTICLE II: ROLE OF THE COUNCIL

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all its related categorical resources. The School Site Council has responsibility for these duties:

- Analyze and evaluate the academic achievement of all students in the school.
- Obtain recommendations from school site advisory, standing and special committees regarding the focus of the Schools' Single Plan for Student Achievement.
- Develop and approve the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations.
- Recommend the school plan, including related budget expenditures, to the local governing board.
- Provide ongoing monitoring of the implementation of the plan and budgets/expenditures.
- Revise the school plan, including expenditures, timelines and evaluation criteria, as needed.
- Participate in all local, state and federal reviews of the school's program for compliance and quality.
- Annually evaluate the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students.
- Encourage broad representation of parents, community members, teachers and students, if appropriate, including all socioeconomic, ethnic and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council.
- Carry out all other duties assigned to the council by the district governing board and by state or federal law.

ARTICLE III: MEMBERSHIP OF THE COUNCIL**Section 1: Size and Composition**

The School Site Council shall be composed of 10 members. Half of the representation on the council shall be from the school staff. This council half will include:

- 1 Principal
- 3 Teachers, selected by teachers (classroom teachers shall constitute the majority of those persons representing the school staff).

- 1 Other School Personnel

The remaining half of the council will include 5 parents or community members, selected by parents at Glen City. GCSSC members chosen to represent parents may be employees of the school district and school site so long as they provide input and vote as a parent and not a school employee.

Section 2: Term of Office

All members shall serve for a two (2) year term. Members may be re-elected for succeeding terms. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section 3: Selection/Election of Members

Elections of council members shall be held each year, no later than October. The following procedures shall be followed in nominating candidates and selecting/electing council members:

- Teachers: An email will be sent to all teachers requesting nominations. Election ballots will be placed in staff mailboxes.
- Other School Personnel: An email will be sent to all *other school personnel* requesting nominations. Election ballots will be placed in staff mailboxes.
- Parent/Guardians: Nomination ballots will be sent with students home via flyer. Election ballots will be sent home with students via flyer.

Section 4: Voting Rights

Each member of the Council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted. An alternate representative may not cast a vote in the absence of the selected member. The role of an alternate is for information collection only.

Section 5: Termination of Membership

- Membership shall automatically terminate for any member who is absent from all regular meetings for a period of two (2) consecutive meetings without communication with principal or chairperson.
- The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

Section 7: Resignation

Any elected member may terminate his or her membership by submitting a written letter of resignation to the GCESSC chairperson.

Section 8: Vacancy

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- An election of a new member by the appropriate representative group.

- Appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole).
- Seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

ARTICLE IV: OFFICERS OF COUNCIL

Section 1: Officers

The officers of this council shall include a chairperson, a vice-chairperson, a secretary and such other officers as the council may deem desirable.

Section 2: Election of Officers and Terms of Office

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected. Any member of the Council, including the principal, may serve in any officer capacity.

Section 3: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all Council members.

Section 4: Vacancy in an Officer Position

A vacancy in any office because of resignation, removal, disqualification, death or otherwise shall be filled for the remainder of the officer's term. A Vacancy in any office shall be filled by a special election of the Council. This special election will be included in the posted meeting agenda.

Section 5: Officer Duties

The chairperson shall:

- Preside at all GCESSC Meetings
- Sign all letters reports, and other communication of the GCESSC
- Have other such duties prescribed by the GCESSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the GCESSC
- Transmit true and correct copies of the minutes of such meetings to members of the GCESSC
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the GCESSC
- Keep a register of the names, and contact information, of each member of the GCESSC, the chairpersons of school advisory committees, and others with whom the GCESSC has regular dealings, as furnished by those persons
- Perform other such duties as assigned by the chairperson or the GCESSC

ARTICLE V: COMMITTEES**Section 1: Standing and Special Committees**

The Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serves at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote the Council.

The purpose of these committees is to:

- Gather and analyze data.
- Examine materials, staffing or funding possibilities.
- Propose to the Council strategies for improving the instructional practices.

Section2: Standing and Special Committee Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

Section 3: Standing and Special Committee Term of Office

The Council shall determine the membership terms for all standing and special committees. This term should be communicated other committee members at the beginning of their assignment.

Section 4: Standing and Special Committee Rules

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

ARTICLE VI: MEETINGS OF THE SCHOOL SITE COUNCIL**Section 1: Meetings**

GCESSC shall meet not less than five (5) meetings during the school year. Special meetings may be called by the chairperson or by a majority vote of the GCESSC.

Section 2: Meeting Location

The GCESSC shall hold its meetings in a facility provided by the school.

Section 3: Notice of Meetings

All meetings of the GCESSC shall be publicized so that all interested persons may attend. Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time and location of the meetings, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or unless the Council or committee members present, by unanimous vote, find that there is a

need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Section 4: Quorum

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

Section 5: Conduct of Meetings

Meetings of the Council shall be conducted in accordance with the rules of orders established by EC 35147 and the Robert's Rule of Order or an adaptation thereof approved by the Council. If the Council violates any of the procedural meeting requirements found in EC 35147, and upon demand of any person, the Council shall reconsider the item at its next meeting after allowing for public input.

Section 6: Meeting Open to the Public

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. The Council may not take any action on any item of business unless that item appears on the posted agenda or unless Council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment. The GCESSC will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council. The minutes of the Council meeting are public records and are available to the public.

Section 7: Communication with the Local Board of Education

The Council shall implement the rules and regulations as defined in local board policy. A local board of education has the right to deny the content and related budget found in the school's Single Plan for Student Achievement.

Section 8: Uniform Complaint Procedures

Annually, the Council shall participate in training about the district's Uniform Complaint Procedures. This training will review procedures for filing a complaint. If any GCESSC member or member of the public believes that GCESSC has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

ARTICLE VII: BYLAW AMENDMENTS

An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to Council members at least five (5) days prior to the meeting at which the amendment is to be considered for adoption.

Approved May 21, 2019