

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glenwood Elementary School	56 73759 6055941	9/6/24	

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
California School Dashboard	16
Overall Performance	18
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	39
Goal 3.....	46
Goal 4.....	49
Goal 5.....	56
Budget Summary	59
Budget Summary	59
Other Federal, State, and Local Funds	59
Budgeted Funds and Expenditures in this Plan	60
Funds Budgeted to the School by Funding Source.....	60
Expenditures by Funding Source	60
Expenditures by Budget Reference	60
Expenditures by Budget Reference and Funding Source	61
Expenditures by Goal.....	61
School Site Council Membership	63
Advisory Council Recommendations	64
Instructions.....	65
Appendix A: Plan Requirements	72
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	75
Appendix C: Select State and Federal Programs	78

Plan Description

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

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

Schoolwide Program

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes analyzing California State Dashboard data and district assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. Glenwood reviews this data with grade levels and looks at potential patterns for cohorts with losses and gains.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, to improve student outcomes and address all student groups' needs. The Glenwood goals are aligned with the CVUSD LCAP goals. During the year, School Site Council and other site stakeholder groups, specifically grade-level teams evaluate, adjust, and monitor the implementation of the SPSA and progress toward accomplishing the goals.

Glenwood staff developed goals for the 2024-2025 school year that reflect the various subgroups enrolled at Glenwood. Goals will reflect the subgroups of Students with Disabilities, English Learners, Hispanics, Homeless, and Socio-Economically Disadvantaged.

Glenwood supports the district's focus on Diversity, Equity, and Inclusion as an integral focus in all aspects of the learning day at Glenwood. Identified Students with Disabilities are supported by Special Education Services on campus. All Glenwood students are included in all activities and programs. English Learners are supported with daily designated English Language instructional time as they develop their English Language skills.

Glenwood will continue with "Target Time" Intervention for the 2024-2025 school year. Teachers will use district and teacher-made assessments and diagnostic measures to determine targeted groups for intervention. During the 2024-2025 school year intervention specialists will use a push-in model for grades 1st - 5th for thirty minutes a day, four days a week. These sessions will support the curricular areas of English Language Arts and Math. The academic intervention specialists support small groups for intervention during the 30-minute Target Time. In addition to these grade-level intervention periods, the "Target Time" teachers support the Kindergarten students for thirty minutes in the classroom.

Glenwood continues with the after-school ELOP provider, RAS (Right at School) supporting families with free after-school support. They provide homework support, enrichment, and supplemental activities until 6:00 p.m. daily for grades TK - 5th.

Glenwood continues with Social Emotional Learning for the 2024-2025 school year. The Glenwood counselor will be on-site five days a week for 2024 - 2025 and provide weekly support for teachers and students. SEL is also supported in the 2024-2025 school year by the CVUSD elementary Social Worker two days a week. Glenwood students will also have support from the district Wellness Clinician five days a week supporting special education students with their IEP counseling goals and Glenwood students. Glenwood will continue to benefit from the bilingual Outreach Coordinator position that will continue for 5.25 hours. Glenwood will host English classes during the day for parents on-site to support the Spanish-speaking parents. Glenwood English Learners receive additional support from three bilingual paraprofessional positions. Students with Disabilities receive their identified IEP support in the Learning Center and/or the dedicated spaces for related services with their providers as indicated on student IEPs.

The new Prop 28 district funds provide for the Glenwood 5th grade students, for the first time, 45 minutes one day a week from a credentialed music teacher for the year in the fine arts areas of band, orchestra, or chorus.

This brief snapshot is reflected in the SPSA document indicating how these programs are supported by the school goals described in the plan. The Glenwood staff will reflect throughout the year to review and revise strategies and/or goals throughout the year with a focus on student success. Glenwood continues to recruit parent representatives for the PTA, GATE, English Learner Advisory Committee, District Advisory Committee, Special Education District Advisory Committee, African American Parent Advisory Committee, and the LGBTQ+ Parent Advisory Committee.

Educational Partner Involvement

How, when, and with whom did Glenwood Elementary 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

Please see the information below reflects the SPSA Planning Information for Glenwood. This calendar has been updated throughout the process.

The School Site Council (SSC) consists of parents/staff from the GATE Advisory Committee, Special Education District Advisory Committee, District Advisory Committee, and the English Learner District Advisory Committee. Glenwood continues to recruit for these parent advisory committees throughout the year.

4-23-24

Staff Meeting

SPSA Goals Template Discussion with Staff - Discussion on providing release time for teachers to begin planning for SPSA goals.

Planning time will include the grade-level teachers and the prior grade-level teachers. Groups will review the current goals along with the data about the goals. The same information from the upcoming grade level will also be presented. This information will be reviewed as new goals are established for the 2024 - 2025 school year.

4-24-24 to 5-13-24

Grade-level groups met with each other after school on various dates and times to discuss and plan goals for the 24-25 school year.

5-14-24

Staff Meeting to review grade level progress and discuss June 4 final draft goal meetings.

Staff worked with each other to set up meetings after school and/or voluntarily during lunch to discuss data and develop goals for the 23 -24 school year.

6-4-24

Meetings during the day with grade levels release time to review goals and plans.

During this last meeting, grade levels agreed to continue with the Trimester data goals and subgroups.

Discussions centered around data from the 2023-2024 school year and how it can significantly change depending on enrollment, summer school, class combinations, English Learner support, and other factors for the 2024-2025 school year.

Grade levels decided to estimate goals but then review data from the beginning of the year diagnostics to have an adjusted Trimester 1 goal if needed due to the unpredicted varying factors.

9-3-24 to 9-5-24

Final review and approval by SSC of SPSA prior to the 9-6-24 deadline. Glenwood is currently trying to recruit parent representatives for ELAC, DAC, SEDAC and other Committees.

Future SSC meetings may include agreed-upon adjustments to the SPSA goals and/or activities to support the goals during the 2024-2025 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Glenwood is an elementary school that receives Title 1 funding to support the students. Due to the significant population of socioeconomically disadvantaged students, the school can't generate the fundraising dollars to support the students similar to other schools in the district. Glenwood does not currently have a PTA or PFA but in prior PTA years, the amount of labor compared to fundraising dollars generated was not cost-effective. Events continue through

dedicated Glenwood staff but no longer as fundraising events. Glenwood students receive free breakfast and lunch through the current federal programs. The Glenwood parent population is somewhat reluctant to fill out information regarding financial status due to privacy concerns. Parents are assured that the information will not be released but as students currently receive free breakfast and lunch without this paperwork, it has been difficult to collect this information. The Glenwood Title 1 funding is essential to provide programs and resources for the students. As the enrollment has declined, so has the funding amount. The bilingual Glenwood office staff includes the office manager, an office assistant (attendance clerk), and an outreach position. The majority of Glenwood parents speak Spanish. Verbal and/or written translations for teacher conferences, IEPs, meetings, office visits, school/district communication, and more are necessary. These translations, in addition, to regular duties intensify the responsibilities of the office manager and office assistant. To support families with their needs, Glenwood has an Outreach Assistant position to support the parents and students. This support is necessary to support the needs of parents in understanding information from the school. Parents will show up to support school events but do not commit in advance making it necessary for a few of the core staff to handle additional responsibilities. These duties usually fall to the office staff and principal. Due to the size of the Glenwood campus, campus safety, and the three sets of playground structures designated to specific grade levels, there is an ongoing budget deficit for Campus Safety Assistants requiring funds from other budget sources to balance the Campus Safety Assistant budget. Glenwood is fortunate to have three 5.25 bilingual paraprofessional positions on site for the 2024-2025 school year, although the year has started with one unfilled position. Glenwood has to pay for translations for Back to School Nights and various programs for students and parents out of campus budgets. Glenwood families continue to have difficulty securing WiFi access in their homes. Many district forms are done electronically and are difficult for families to do on their phones which may be their only source of WiFi. Glenwood's English Learning population and percentage of Socio-Economically Disadvantaged continue to be larger than most schools but ratios in the district are not adjusted for this variant. Many Glenwood families live in a rented one-room inside a house or apartment building. When typical illnesses happen, the Glenwood families do not have the opportunity to isolate their sick children as they are living in one room. Unfortunately for families with multiple children, one illness often impacts the entire family affecting the ADA for Glenwood. Glenwood families may also have transportation issues, with families not having automobiles and they might rely on family and friends for transportation to and from school. Glenwood's population due to the high English Learner subgroup is different than the majority of the Conejo Valley Unified Elementary Schools yet the same staffing ratios are used for teaching positions at Glenwood as schools with predominately English Only student populations. As enrollment has declined the number of combination classes has increased adding another layer of complexity to instruction with non-differentiated staffing ratios.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Glenwood continues to the Dashboard indicators in orange for the areas of English Language Arts and Math. Glenwood has a significant amount of students who fall into three subgroups; Hispanic, EL, Homeless, and SED. When an EL student struggles with the language it affects not only English Language Arts data but also math as there is more and more advanced academic language on math assessments. This will in turn reflect in the Hispanic subgroup scores, possibly the Homeless scores, and then in their SED subgroup. Glenwood has seen an increase in McKinney Vento numbers which register as homeless for data purposes. The majority of the families are doubled up with a very small number that are living without shelter.

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

NA

Other Needs

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

During the 2023 - 2024 school year, numerous students arrived at Glenwood during various times of the year coming from other countries. More often than not, families have fled their country due to financial instability or violence in their home country which causes unplanned moves to a new country and educational system. There are times when students may have not attended school regularly in their home country due to various factors beyond the control of the family. These changes often result in trauma which requires the priority being connections and trust before the academic gaps are addressed.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.24%	0%	%	3	0	
Asian	0.83%	3.02%	1.78%	2	7	4
Filipino	0.41%	0.43%	0.89%	1	1	2
Hispanic/Latino	92.12%	90.09%	91.11%	222	209	205
Pacific Islander	%	0%	%	0	0	
White	4.56%	4.74%	5.78%	11	11	13
Multiple/No Response	0.83%	1.72%	0.44%	2	4	1
Total Enrollment				241	232	225

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	56	48	29
Grade 1	35	36	25
Grade 2	41	34	38
Grade3	38	44	35
Grade 4	34	35	46
Grade 5	37	35	36
Total Enrollment	241	232	225

Conclusions based on this data:

1. Even though Glenwood's overall enrollment is showing a small decline each year, the Hispanic/Latino population continues to comprises the majority of the enrollment at the school. A significant percentage of the Hispanic enrollment also falls into the English Learner, SWD, SED populations and the growing Homeless population
2. Although it is not reflected in this data from the district Glenwood has had a TK class for the last three years and also has one for the 24-25 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	168	156	145	63.4%	69.7%	64.9%
Fluent English Proficient (FEP)	24	28	35	12.6%	10.0%	6.2%
Reclassified Fluent English Proficient (RFEP)				5.3%		9.3%

Conclusions based on this data:

1. The English Learner percentage between the 2022-2023 and the 2023- 2024 decreased slightly but so did the overall enrollment. Overall enrollment might also be included as a line item in this area to view increases and decreases in numbers and percentages over the years. It is also noted that Glenwood has the highest EL enrollment of all schools in the district including secondary schools.
2. The percentage of students who were Fluent English Proficient decreased by 3.8 % indicating that fewer students arriving at Glenwood are Fluent in English as they start
3. The percentage for the entire CVUSD in this areas was 10.7% out of 15,999 students. Glenwood had a 9.3% reflecting a similar comparison with the entire district.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35	44	36	35	43	36	35	43	36	100.0	97.7	100
Grade 4	32	38	47	32	37	47	32	37	47	100.0	97.4	100
Grade 5	38	36	38	37	36	38	37	36	38	97.4	100.0	100
All Grades	105	118	121	104	116	121	104	116	121	99.0	98.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2384.	2362.	2391	14.29	2.33	11	8.57	13.95	25	34.29	37.21	33	42.86	46.51	31
Grade 4	2447.	2400.	2409	15.63	16.22	13	25.00	10.81	11	18.75	16.22	23	40.63	56.76	53
Grade 5	2476.	2458.	2465	16.22	11.11	16	24.32	19.44	18	21.62	27.78	26	37.84	41.67	40
All Grades	N/A	N/A	N/A	15.38	9.48	13	19.23	14.66	17	25.00	27.59	27	40.38	48.28	42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.14	2.33		51.43	67.44		31.43	30.23	
Grade 4	21.88	8.11		65.63	45.95		12.50	45.95	
Grade 5	8.11	16.67		70.27	52.78		21.62	30.56	
All Grades	15.38	8.62		62.50	56.03		22.12	35.34	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.86	7.14		42.86	45.24		54.29	47.62	
Grade 4	12.50	2.70		53.13	40.54		34.38	56.76	
Grade 5	21.62	5.56		35.14	63.89		43.24	30.56	
All Grades	12.50	5.22		43.27	49.57		44.23	45.22	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.71	0.00		71.43	65.12		22.86	34.88	
Grade 4	3.13	0.00		81.25	78.38		15.63	21.62	
Grade 5	10.81	5.56		75.68	69.44		13.51	25.00	
All Grades	6.73	1.72		75.96	70.69		17.31	27.59	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.14	2.33		68.57	65.12		14.29	32.56	
Grade 4	12.50	16.22		75.00	54.05		12.50	29.73	
Grade 5	10.81	8.33		67.57	58.33		21.62	33.33	
All Grades	13.46	8.62		70.19	59.48		16.35	31.90	

Conclusions based on this data:

1. Additional information will be reviewed for conclusions when the 23-24 data is updated in the document.
2. Glenwood continues to maintain a high participation rate for students taking the state exam.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35	44	36	35	42	36	35	42	36	100.0	95.5	100
Grade 4	32	38	47	32	37	47	32	37	47	100.0	97.4	100
Grade 5	38	36	38	37	36	38	37	36	38	97.4	100.0	100
All Grades	105	118	121	104	115	121	104	115	121	99.0	97.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2419.	2377.	2410	11.43	9.52	3	22.86	11.90	39	45.71	26.19	28	20.00	52.38	31
Grade 4	2432.	2426.	2411	3.13	5.41	6	21.88	21.62	13	34.38	21.62	30	40.63	51.35	51
Grade 5	2440.	2453.	2454	10.81	2.78	11	8.11	13.89	3	16.22	22.22	34	64.86	61.11	53
All Grades	N/A	N/A	N/A	8.65	6.09	7	17.31	15.65	17	31.73	23.48	31	42.31	54.78	46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	11.90		74.29	40.48		14.29	47.62	
Grade 4	0.00	5.41		65.63	37.84		34.38	56.76	
Grade 5	8.11	2.78		29.73	52.78		62.16	44.44	
All Grades	6.73	6.96		55.77	43.48		37.50	49.57	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.29	9.52		57.14	38.10		28.57	52.38	
Grade 4	6.25	8.11		46.88	43.24		46.88	48.65	
Grade 5	13.51	2.78		35.14	58.33		51.35	38.89	
All Grades	11.54	6.96		46.15	46.09		42.31	46.96	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	7.14		71.43	57.14		17.14	35.71	
Grade 4	3.13	13.51		59.38	54.05		37.50	32.43	
Grade 5	0.00	8.33		40.54	55.56		59.46	36.11	
All Grades	4.81	9.57		56.73	55.65		38.46	34.78	

Conclusions based on this data:

1. Additional information will be reviewed for conclusions when the 23-24 data is updated in the document for all fields.
2. Glenwood continues to maintain a high participation rate for students taking the state exam.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1421.3	1399.5	1432.0	1437.3	1423.7	1448.8	1383.6	1342.7	1392.5	32	41	32
1	1432.6	1443.0	1442.7	1467.6	1471.7	1458.0	1397.1	1413.5	1426.9	27	26	25
2	1489.9	1463.8	1475.9	1503.6	1473.8	1482.2	1475.8	1453.2	1469.0	31	27	28
3	1490.3	1479.2	1474.2	1493.2	1488.4	1486.3	1487.0	1469.4	1461.6	22	25	26
4	1501.1	1519.7	1484.7	1500.1	1528.2	1495.0	1501.8	1510.5	1474.0	20	21	28
5	1505.8	1532.8	1514.5	1508.1	1517.3	1520.2	1503.1	1547.9	1508.4	16	19	19
All Grades										148	159	158

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.38	7.32	12.50	43.75	24.39	40.63	34.38	46.34	34.38	12.50	21.95	12.50	32	41	32
1	7.41	0.00	4.00	33.33	57.69	36.00	37.04	15.38	36.00	22.22	26.92	24.00	27	26	25
2	16.13	7.41	7.14	45.16	37.04	50.00	29.03	40.74	21.43	9.68	14.81	21.43	31	27	28
3	13.64	4.00	15.38	40.91	44.00	11.54	40.91	28.00	50.00	4.55	24.00	23.08	22	25	26
4	15.00	19.05	21.43	30.00	52.38	39.29	45.00	23.81	17.86	10.00	4.76	21.43	20	21	28
5	6.25	26.32	10.53	37.50	47.37	57.89	43.75	21.05	15.79	12.50	5.26	15.79	16	19	19
All Grades	11.49	9.43	12.03	39.19	41.51	38.61	37.16	31.45	29.75	12.16	17.61	19.62	148	159	158

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.13	12.20	28.13	31.25	29.27	31.25	31.25	46.34	37.50	9.38	12.20	3.13	32	41	32
1	44.44	23.08	20.00	37.04	53.85	32.00	11.11	15.38	40.00	7.41	7.69	8.00	27	26	25
2	35.48	18.52	25.00	48.39	37.04	50.00	16.13	33.33	10.71	0.00	11.11	14.29	31	27	28
3	40.91	16.00	23.08	27.27	56.00	42.31	27.27	28.00	23.08	4.55	0.00	11.54	22	25	26
4	30.00	47.62	50.00	45.00	47.62	32.14	15.00	4.76	0.00	10.00	0.00	17.86	20	21	28
5	25.00	42.11	47.37	56.25	31.58	36.84	6.25	21.05	0.00	12.50	5.26	15.79	16	19	19
All Grades	34.46	23.90	31.65	39.86	41.51	37.34	18.92	27.67	19.62	6.76	6.92	11.39	148	159	158

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	0.00	9.38	0.00	9.76	18.75	78.13	48.78	46.88	15.63	41.46	25.00	32	41	32
1	3.70	0.00	0.00	14.81	19.23	32.00	11.11	42.31	28.00	70.37	38.46	40.00	27	26	25
2	12.90	7.41	3.57	35.48	29.63	46.43	25.81	33.33	28.57	25.81	29.63	21.43	31	27	28
3	9.09	4.00	3.85	18.18	20.00	15.38	45.45	48.00	42.31	27.27	28.00	38.46	22	25	26
4	5.00	9.52	7.14	25.00	23.81	25.00	35.00	28.57	25.00	35.00	38.10	42.86	20	21	28
5	6.25	15.79	0.00	12.50	42.11	15.79	43.75	31.58	57.89	37.50	10.53	26.32	16	19	19
All Grades	7.43	5.03	4.43	17.57	22.01	25.95	40.54	40.25	37.34	34.46	32.70	32.28	148	159	158

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.88	14.63	25.00	65.63	70.73	62.50	12.50	14.63	12.50	32	41	32
1	40.74	30.77	36.00	51.85	69.23	60.00	7.41	0.00	4.00	27	26	25
2	32.26	22.22	28.57	64.52	62.96	57.14	3.23	14.81	14.29	31	27	28
3	31.82	28.00	15.38	45.45	64.00	73.08	22.73	8.00	11.54	22	25	26
4	45.00	66.67	46.43	45.00	28.57	39.29	10.00	4.76	14.29	20	21	28
5	6.25	5.26	36.84	81.25	78.95	47.37	12.50	15.79	15.79	16	19	19
All Grades	30.41	26.42	31.01	58.78	63.52	56.96	10.81	10.06	12.03	148	159	158

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.88	14.63	28.13	68.75	70.73	59.38	9.38	14.63	12.50	32	41	32
1	22.22	15.38	16.00	70.37	73.08	56.00	7.41	11.54	28.00	27	26	25
2	35.48	22.22	35.71	64.52	70.37	53.57	0.00	7.41	10.71	31	27	28
3	40.91	32.00	38.46	54.55	64.00	50.00	4.55	4.00	11.54	22	25	26
4	45.00	33.33	53.57	45.00	61.90	32.14	10.00	4.76	14.29	20	21	28
5	62.50	63.16	68.42	25.00	31.58	15.79	12.50	5.26	15.79	16	19	19
All Grades	35.14	27.04	38.61	58.11	64.15	46.20	6.76	8.81	15.19	148	159	158

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	0.00	9.38	81.25	68.29	75.00	12.50	31.71	15.63	32	41	32
1	14.81	7.69	12.00	22.22	38.46	40.00	62.96	53.85	48.00	27	26	25
2	19.35	11.11	10.71	61.29	51.85	67.86	19.35	37.04	21.43	31	27	28
3	9.09	0.00	7.69	40.91	44.00	30.77	50.00	56.00	61.54	22	25	26
4	10.00	14.29	7.14	55.00	42.86	50.00	35.00	42.86	42.86	20	21	28
5	12.50	10.53	10.53	43.75	73.68	57.89	43.75	15.79	31.58	16	19	19
All Grades	12.16	6.29	9.49	52.70	54.09	54.43	35.14	39.62	36.08	148	159	158

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	9.76	25.00	56.25	26.83	21.88	37.50	63.41	53.13	32	41	32
1	3.70	0.00	4.00	44.44	76.92	68.00	51.85	23.08	28.00	27	26	25
2	12.90	11.11	10.71	58.06	70.37	71.43	29.03	18.52	17.86	31	27	28
3	18.18	4.00	7.69	68.18	60.00	73.08	13.64	36.00	19.23	22	25	26
4	0.00	23.81	18.52	70.00	61.90	59.26	30.00	14.29	22.22	20	21	27
5	6.25	47.37	5.26	62.50	47.37	57.89	31.25	5.26	36.84	16	19	19
All Grades	8.11	13.84	12.74	58.78	54.72	57.32	33.11	31.45	29.94	148	159	157

Conclusions based on this data:

- Once information for the 2023 - 2024 school year is uploaded in this document, the information will be reviewed and conclusions provided.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
232	70.3	67.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Glenwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	156	67.2
Foster Youth		
Homeless	55	23.7
Socioeconomically Disadvantaged	163	70.3
Students with Disabilities	28	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	7	3
Filipino	1	0.4
Hispanic	209	90.1
Two or More Races	4	1.7
White	11	4.7

Conclusions based on this data:

- Once the information for the 2023 - 2024 school year is populated, it will be reviewed by the SSC and the faculty.
- It is noted that currently although Glenwood is one of the three smallest elementary schools, it has the highest number of EL students including the middle school and high schools although it has a significantly smaller enrollment.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. Review by SSC and faculty will take place when information from the 2023-2024 school year is uploaded.
2. Currently Glenwood notes that there was a decrease of Chronic Absenteeism. This can partially be attributed to the decrease in Covid cases. A significant amount of students have families living in one room. When one family member gets ill they usually all do as they do not have the ability to isolate.

School and Student Performance Data

Academic Performance English Language Arts

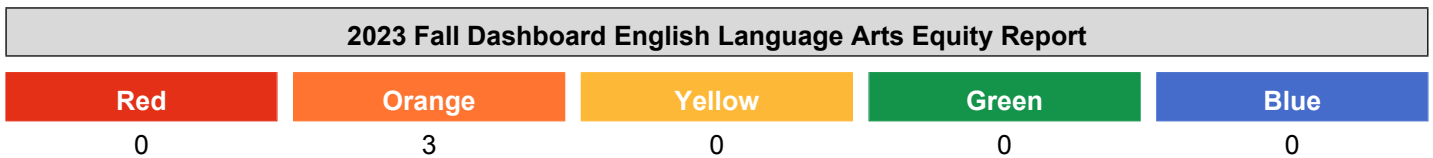
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>54.1 points below standard</p> <p>Decreased Significantly -22.3 points</p> <p>108 Students</p>	<p>English Learners</p> <p>Orange</p> <p>62.3 points below standard</p> <p>Decreased Significantly -21.9 points</p> <p>78 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>66 points below standard</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.6 points below standard</p> <p>Decreased -12.4 points</p> <p>97 Students</p>	<p>Students with Disabilities</p> <p>107.6 points below standard</p> <p>Decreased Significantly -29.3 points</p> <p>15 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.7 points below standard Decreased Significantly -21 points 98 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.1 points below standard Decreased Significantly -28.2 points 56 Students	39 points above standard Decreased -12.9 points 22 Students	51.7 points below standard Decreased Significantly -39.5 points 23 Students

Conclusions based on this data:

- The 2024 data reflects that students in the 3rd grade overall increased from 17% to 36% in Language Arts. All subgroup percentages increased from the prior year with the exception of the homeless subgroup that decreased in numbers but decreased in percentage from 20% to 0%.
- The 2024 data reflects that students in the 4th grade overall decreased by 4% in Language Arts. Small decreased were notes across the board. The more complex language of the 4th grade exam could have an impact on this decrease.
- The 2024 data reflects that the students in the 5th grade overall increased by 3% in Language Arts. The Hispanic subgroup increased from 24% to 34% with almost the same number of students being tested as the prior year.

School and Student Performance Data

Academic Performance Mathematics

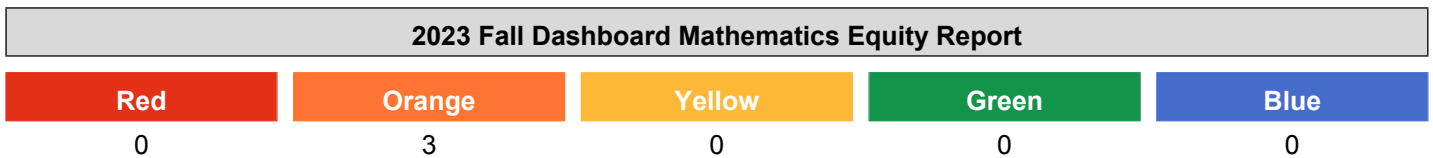
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 59.9 points below standard Decreased -8.2 points 107 Students	English Learners  Orange 68.2 points below standard Decreased Significantly -16.5 points 78 Students	Foster Youth  No Performance Color 0 Students
Homeless 69.4 points below standard 23 Students	Socioeconomically Disadvantaged  Orange 61.5 points below standard Maintained +1.9 points 96 Students	Students with Disabilities 118.7 points below standard Decreased Significantly -26.8 points 15 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 62.9 points below standard Decreased -3.9 points 98 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.2 points below standard Decreased Significantly -24.7 points 56 Students	0.6 points above standard Maintained +0.4 points 22 Students	57 points below standard Decreased -8.3 points 23 Students

Conclusions based on this data:

1. Overall the data reflects that the state assessment requires an English Proficiency that most EL students have not yet acquired. Glenwood differentiates instruction and implements UDL strategies to support all learners but due to the Glenwood population, the EL students must have this. The state however does not differentiate or implement UDL strategies in the design of the state exams.. The 2024 data for math in the 3rd grade reflects an overall increase from 21% to 42% in math.
2. The 2024 data for math in the 4th grade reflects an overall decrease from 27% to 19% in math. While the Hispanic Subgroup increase from 26% to 43% the English Learner subgroup decreased from 26% to 9%. This decrease illustrates the difficulty of the assessment for English Learners with language in the math area. The subgroup of Hispanic went from 21% to 39% and SED from 19% to 45%.
3. The 2024 data for math in the 4th grade reflects an overall decrease from 17% to 13% in math. The Homeless subgroup reduced by 1/2 in numbers but went from 29% to 0%. The 20 EL learners were majority also Hispanic and SED. The difficulty of the language for EL in math is reflected in these decreases.

School and Student Performance Data

Academic Performance English Learner Progress

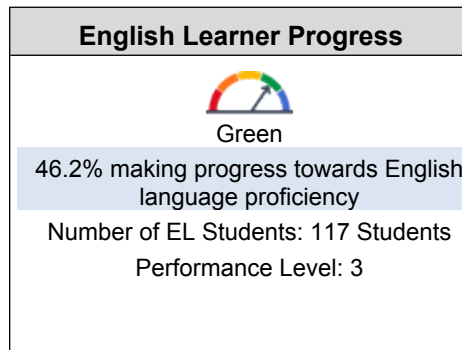
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22	41	0	54

Conclusions based on this data:

- Information will be reviewed when the information from the 23-24 Fall Dashboard is updated in this document

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

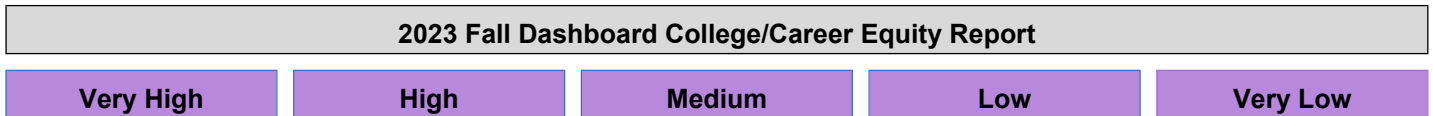
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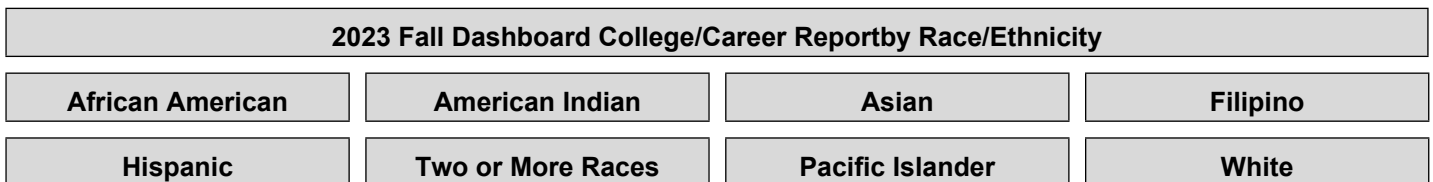
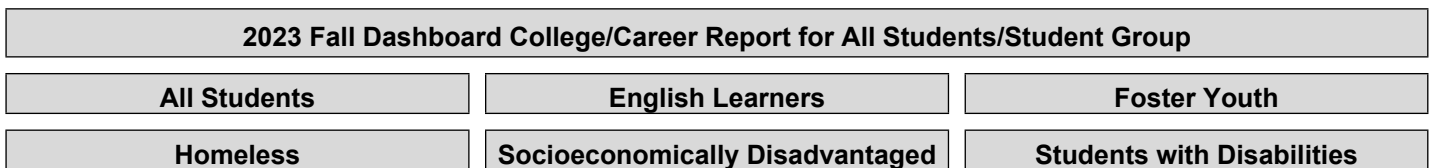
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 32% Chronically Absent Declined Significantly -7.7 244 Students	 Yellow 28.7% Chronically Absent Declined Significantly -9.3 164 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 32.9% Chronically Absent Declined -22.1 70 Students	 Yellow 31.1% Chronically Absent Declined Significantly -13 212 Students	 Orange 44.4% Chronically Absent Declined -4.1 36 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 30.6% Chronically Absent Declined Significantly -9.5 219 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	50% Chronically Absent Increased 8.3 12 Students

Conclusions based on this data:

1. Review by SSC and faculty will take place when information from the 23-24 school year is uploaded.
2. Currently the 23-24 data showed a decrease in Chronic Absenteeism. The decline of Covid helped support the Glenwood families, many of whom live in one room vs a living situation with options to isolate.
3. Glenwood addressed high tardy percentages for the 23-24 school year with a campus incentive program with the "Level Up" Mario Brothers theme. As the GW families typically live in one room in a house or apartment it is hard to control illnesses that spread through the family. The desired outcome was that the incentives for being on time would encourage students to come to school on those days when there wasn't an actual illness or fever. Glenwood did see improvement in the area of absences and believes there is a partial correlation to the tardy incentive program.

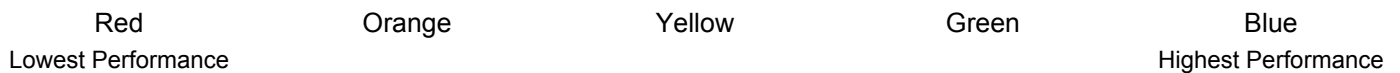
School and Student Performance Data

Academic Engagement Graduation Rate

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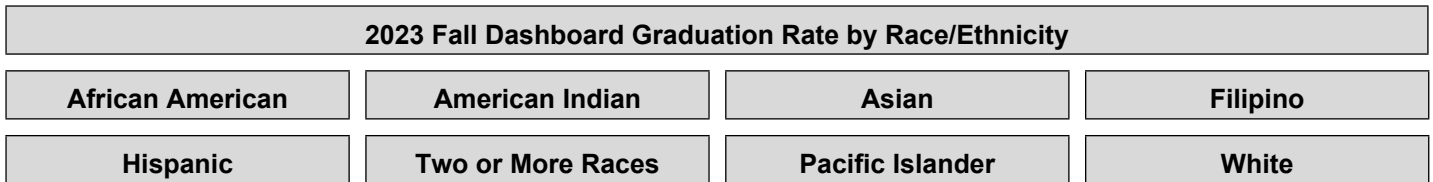
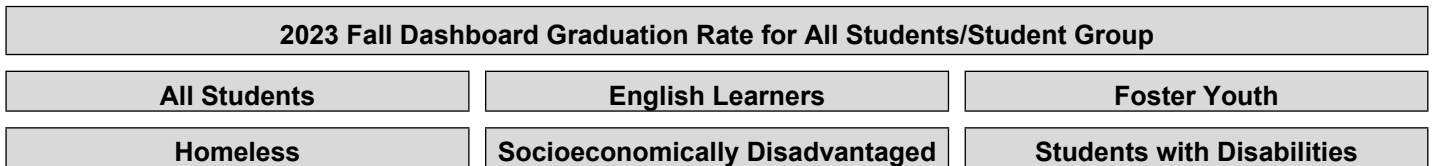
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

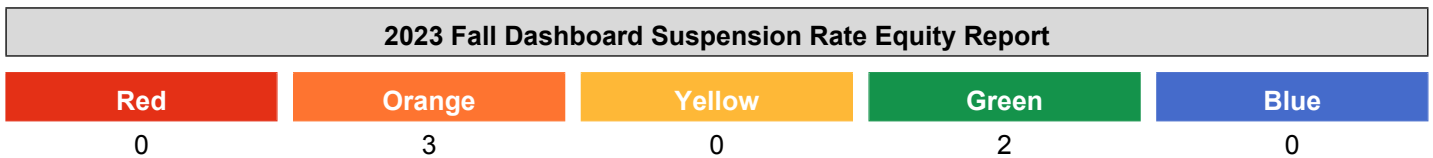
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined Significantly -1.2 248 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.3 165 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Orange</p> <p>4.2% suspended at least one day</p> <p>Increased 2 71 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 0.3 215 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined -7.7 36 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.4% suspended at least one day Declined Significantly -1.2 222 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 12 Students

Conclusions based on this data:

1. Review by SSC and faculty will take place when information from the 22-23 school year is uploaded.
2. It is noted that there were a few students who had significant behavior issues whose physical actions resulted in suspensions as appropriate consequences for their actions in the 2023 - 2024 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts (actions address learning supports through Intervention (Target Time) program)

Language Arts - Transitional Kinder (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Fluently Names all Upper Case Letters - level 3 (Tri 1 / 3=4-5 Tri 2 / 3=10-16 Tri 3 / 3=16-26)

Tri 1	Overall – 40%	Sp. Ed - 20%	EL – 40%	Hispanic - 40%	SED – 40%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 45%	Sp. Ed - 25%	EL – 45%	Hispanic - 45%	SED – 45%
Tri 3	Overall – 50%	Sp. Ed - 35%	EL – 50%	Hispanic - 50%	SED – 50%

Fluently Names all Lower Case Letters - level 3 (Tri 2 / 3=10-16 Tri 3 / 3=16-26)

Tri 2	Overall – 40%	Sp. Ed - 30%	EL – 40%	Hispanic - 40%	SED – 40%
Tri 3	Overall – 50%	Sp. Ed - 35%	EL – 50%	Hispanic - 50%	SED – 50%

Identifies Own Name (3 Applying Consistently)

Tri 1	Overall – 60%	Sp. Ed - 75%	EL – 75%	Hispanic - 75%	SED – 75%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%

Given the name of the letter, the student produces the sounds. (Tri 3 / 3=13-26)

Tri 3	Overall – 47%	Sp. Ed - 33%	EL – 47%	Hispanic - 47%	SED – 47%
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Language Arts - Kinder (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Blends Sounds (Blends word parts to say real words orally)

Tri 1	Overall – 60%	Sp. Ed - 50%	EL – 60%	Hispanic - 60%	SED – 60%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 70%	Sp. Ed - 60%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 3	Overall – 80%	Sp. Ed - 70%	EL – 80%	Hispanic - 80%	SED – 80%

Fluently Name Letters (Knows names of all upper & lowercase letters of the alphabet taught)

Tri 1	Overall – 75%	Sp. Ed - 50%	EL – 75%	Hispanic - 75%	SED – 75%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 85%	Sp. Ed - 75%	EL – 85%	Hispanic - 85%	SED – 85%
Tri 3	Overall – 95%	Sp. Ed - 70%	EL – 95%	Hispanic - 95%	SED – 95%

High-Frequency Words (Reads high-frequency words taught)

Tri 1	Overall – 60%	Sp. Ed - 25%	EL – 60%	Hispanic - 60%	SED – 60%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 40%	Sp. Ed - 40%	EL – 40%	Hispanic - 40%	SED – 40%
Tri 3	Overall – 60%	Sp. Ed - 50%	EL – 60%	Hispanic - 60%	SED – 60%

Language Arts - 1st Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Blends Sounds (Blends word 1arts to say real words orally)

Tri 1	Overall – 55%	Sp. Ed - 20%	EL – 50%	Hispanic - 40%	SED – 50%
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Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 60%	Sp. Ed - 60%	EL – 60%	Hispanic - 38%	SED – 60%
Tri 3	Overall – 75%	Sp. Ed - 70%	EL – 75%	Hispanic - 53%	SED – 80%

Phonics (Know and apply grade-level phonics skills)

Tri 1	Overall – 40%	Sp. Ed - 55%	EL – 35%	Hispanic - 35%	SED – 35%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 45%	Sp. Ed - 70%	EL – 40%	Hispanic - 40%	SED – 40%
Tri 3	Overall – 50%	Sp. Ed - 75%	EL – 50%	Hispanic - 50%	SED – 50%

High-Frequency Words (Knows and reads high-frequency words)

Tri 1	Overall – 35%	Sp. Ed - 30%	EL – 35%	Hispanic - 30%	SED – 45%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 40%	Sp. Ed - 40%	EL – 40%	Hispanic - 35%	SED – 48%
Tri 3	Overall – 50%	Sp. Ed - 45%	EL – 45%	Hispanic - 40%	SED – 50%

Fluency (Reads grade-level text at an appropriate pace)

Tri 2	Overall – 40%	Sp. Ed - 30%	EL – 40%	Hispanic - 43%	SED – 40%
Tri 3	Overall – 45%	Sp. Ed - 35%	EL – 40%	Hispanic - 40%	SED – 45%

Language Arts - 2nd Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Phonics (Masters grade-level phonics)

Tri 1	Overall – 60%	Sp. Ed - 80%	EL – 55%	Hispanic - 50%	SED – 50%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 70%	Sp. Ed - 80%	EL – 55%	Hispanic - 50%	SED – 65%
Tri 3	Overall – 75%	Sp. Ed - 80%	EL – 64%	Hispanic - 56%	SED – 70%

Reads Accurately (Reads grade-level text accurately)

Tri 1	Overall – 45%	Sp. Ed - 75%	EL – 40%	Hispanic - 45%	SED – 50%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 50%	Sp. Ed - 75%	EL – 45%	Hispanic - 53%	SED – 55%
Tri 3	Overall – 55%	Sp. Ed - 75%	EL – 50%	Hispanic - 58%	SED – 60%

Reads Fluently (Reads grade-level text fluently)

Tri 1	Overall – 45%	Sp. Ed - 75%	EL – 40%	Hispanic - 45%	SED – 50%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 50%	Sp. Ed - 75%	EL – 45%	Hispanic - 53%	SED – 55%
Tri 3	Overall – 55%	Sp. Ed - 75%	EL – 50%	Hispanic - 58%	SED – 60%

High-Frequency Words (Reads the 100 HFW designated for each trimester)

Tri 1	Overall – 45%	Sp. Ed - 50%	EL – 40%	Hispanic - 43%	SED – 40%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 60%	Sp. Ed - 50%	EL – 55%	Hispanic - 58%	SED – 55%
Tri 3	Overall – 70%	Sp. Ed - 50%	EL – 65%	Hispanic - 62%	SED – 65%

Language Arts - 3rd Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted

information based on the actual student enrollment in the grade level. The same for Unit 1 and Unit 1 B.

SRM (600-724)

Tri 1	Overall – 25%	Sp. Ed - 15%	EL – 15%	Hispanic - 20%	SED – 20%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall - 30%	Sp. Ed - 20%	EL – 20%	Hispanic - 25%	SED – 25%
Tri 3	Overall – 35%	Sp. Ed - 25%	EL – 25%	Hispanic - 30%	SED – 30%

Wonders – Trimester 1 Units 1 & 2

Unit 1	Overall – 15%	Sp. Ed - 5%	EL – 10%	Hispanic -13%	SED – 13%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Unit 2	Overall – 20%	Sp. Ed - 10%	EL – 15%	Hispanic - 18%	SED – 18%

Wonders – Trimester 2 / Unit 4

Unit 4	Overall – 25%	Sp. Ed - 15%	EL – 20%	Hispanic - 23%	SED – 23%
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Wonders – Trimester 3 / Unit 5

Unit 5	Overall – 30%	Sp. Ed - 20%	EL – 30%	Hispanic - 33%	SED – 33%
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Language Arts - 4th Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level. The same for Unit 1 and Unit 1 B.

SRM (725-854)

Tri 1	Overall – 20%	Sp. Ed - 10%	EL – 15%	Hispanic - 18%	SED – 18%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall - 25%	Sp. Ed - 15%	EL – 20%	Hispanic - 22%	SED – 22%
Tri 3	Overall – 30%	Sp. Ed - 20%	EL – 25%	Hispanic - 27%	SED – 27%

Wonders – Trimester 1 / Units 1 & 2

Unit 1	Overall – 10%	Sp. Ed - 10%	EL – 10%	Hispanic - 10%	SED – 10%
Unit 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Unit 2	Overall – 30%	Sp. Ed - 10%	EL – 20%	Hispanic - 30%	SED – 25%

Wonders – Trimester 2 / Unit 4

Unit 4	Overall – 25%	Sp. Ed - 10%	EL – 15%	Hispanic - 25%	SED – 25%
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Wonders – Trimester 3 Unit 5

Unit 5	Overall – 40%	Sp. Ed - 15%	EL – 15%	Hispanic - 40%	SED – 40%
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Language Arts - 5th Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level. The same for Unit 1 and Unit 1 B.

SRM (840-969)

Tri 1	Overall – 20%	Sp. Ed - 10%	EL – 15%	Hispanic - 18%	SED – 18%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall - 25%	Sp. Ed - 15%	EL – 20%	Hispanic - 22%	SED – 22%
Tri 3	Overall – 30%	Sp. Ed - 20%	EL – 25%	Hispanic - 27%	SED – 27%

Wonders – Trimester 1 / Units 1 & 2					
Unit 1	Overall – 10%	Sp. Ed - 10%	EL – 10%	Hispanic - 10%	SED – 10%
Unit 1 B	Overall – ???%	Sp. Ed - ???%	EL – ???%	Hispanic - ???%	SED – ???%
Unit 2	Overall – 20%	Sp. Ed - 10%	EL – 20%	Hispanic - 20%	SED – 20%
Wonders – Trimester 2 / Unit 4					
Unit 4	Overall – 30%	Sp. Ed - 10%	EL – 28%	Hispanic - 30%	SED – 30%
Wonders – Trimester 3 Unit 5					
Unit 5	Overall – 35%	Sp. Ed - 15%	EL – 30%	Hispanic - 35%	SED – 35%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

Information from the 2022 - 2023 Benchmarks and report cards were analyzed to determine the SPSA goals for the area of Language arts for the 2023-2024 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmarks, Report Cards, SRI, Wonders Unit Tests	See information Above in the Analysis of the 2023-2025 SPSA information.	Information is detailed in Goal # 1 that is listed above.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will be grouped for designated English Learner instruction. Information from the Spring 2024 ELPAC for returning students, 2024 Initial ELPAC along with fall diagnostics/benchmarks will be used to help target instruction for English Learners.		15,000 Title I (0620) Academic Specialists - Target Time Intervention 13,000 OTRM

	<p>Teachers will use Fall Benchmarks, Trimester 1 benchmarks, and teacher assessments to determine students for the intervention program with a focus on Language Arts. Feedback from Academic Specialists and continued teacher assessment will guide the adjustments for additional groups throughout the year.</p> <p>After-school intervention for Language Arts for all subgroups (Students with Disabilities, English Learners, and Socio-Economically Disadvantaged, Homeless)</p>		<p>Academic Specialists - Target Time Intervention 234 Title I (0620) 4000-4999: Books And Supplies Target Time Intervention Materials 4,000 OTRM 2000-2999: Classified Personnel Salaries Salary for after school intervention</p>
1.2	<p>Staff will provide and/or attend staff development on the following:</p> <p>UDL IXL Supplemental instruction and intervention materials Staff Development off site Grade-level collaboration for intervention grouping, EL grouping, benchmark data discussions.</p>		<p>500 OTRM 5000-5999: Services And Other Operating Expenditures Print shop materials 500 OTRM 4000-4999: Books And Supplies Intervention Support materials 3,000 OTRM 1000-1999: Certificated Personnel Salaries After School Intervention 500 4EEF 1000-1999: Certificated Personnel Salaries Payment for collaboration 2,000 Title I (0620) 1000-1999: Certificated Personnel Salaries Payment for collaboration</p>
1.3	<p>Technology to support staff and student collaboration throughout the campus for all subgroups (Students with Disabilities, English Learners, and Socio-Economically Disadvantaged)</p> <p>Hardware and software to support English Language Arts instruction</p> <p>Brainpop, Scholastic, Lexia, and IXL</p> <p>Staff Development/collaboration time for teachers for technology support with virtual instruction (Ex. Canvas, Classlink, Canva, etc.)</p>		<p>8,000 Title I (0620) 6000-6999: Capital Outlay Hardware 2,000 Title I (0620) 6000-6999: Capital Outlay Software 500 Title I (0620) 4000-4999: Books And Supplies Supplies 1,000 Title I (0620) 1000-1999: Certificated Personnel Salaries Staff Development, Collaboration & Planning</p>
1.4	<p>Materials, Supplies and Support for Classroom Supplemental materials for classroom</p>		<p>9,400 0010</p>

	Copier costs and Paper Printer costs and Ink Supplemental Instructional materials & Supplies for Language Arts Student Materials for classroom work		None Specified Copier costs and paper 4,000 Title I (0620) None Specified Printer costs 700 Title I (0620) 4000-4999: Books And Supplies Instructional materials 2,400 Title I (0620) 4000-4999: Books And Supplies Classroom Supplies
1.5	Language Arts District Benchmark data will be evaluated after each trimester by both the principal, grade level teachers and individual teachers. Information will be reviewed for all student subgroups. (Students with Disabilities, English Learners, Hispanic and Socio-Economically Disadvantaged) Report cards and progress reports will be reviewed by the principal after each reporting period.		750 Title I (0620) 1000-1999: Certificated Personnel Salaries Collaboration Time
1.6	Literature additions to the library to support reading for students (Students with Disabilities, English Learners, Hispanic, and Socio-Economically Disadvantaged) Materials support for classrooms		1,000 Title I (0620) 4000-4999: Books And Supplies Reading materials 750 0010 4000-4999: Books And Supplies Classroom materials
1.7	Language Arts will be supported through various literature in various classes and programs to support all students in all subgroups Students with Disabilities, English Learners, Hispanic, Homeless, and Socio-Economically Disadvantaged)		750 0010 4000-4999: Books And Supplies Instruction

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Students benefited from the direct Glenwood staff support after school vs homework support in the after school program. Teachers saw increases in master of target skills in the small group Target Time Intervention.

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

More difficult to find credentialed staff for all grade levels for homework support after-school.

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.

Changes during the year to the SPSA will be indicated with a legend of either bold type, italic type or asterisk indicating a change to the original plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math supports for math Intervention to address deficits in the subgroups including homeless in 3rd - 5th)

Math - Transitional Kinder (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Counts to rote 10, then 15, then 20 with increasing accuracy

(Tri 1 / 3=5-10 Tri 2 / 3=10-15 Tri 3 / 3=12-20)

Tri 1	Overall – 75%	Sp. Ed - 65%	EL –75%	Hispanic - 75%	SED – 75%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 75%	Sp. Ed - 65%	EL – 75%	Hispanic - 75%	SED – 75%
Tri 3	Overall – 75%	Sp. Ed - 65%	EL – 75%	Hispanic - 75%	SED – 75%

Counts 1:1 Correspondence to 3, then 5, then 10

(Tri 1 / 3=3 Tri 2 / 3=5 Tri 3 / 3=7-10)

Tri 1	Overall – 85%	Sp. Ed -7%	EL – 80%	Hispanic - 85%	SED – 85%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 85%	Sp. Ed -75%	EL – 80%	Hispanic - 85%	SED – 85%
Tri 3	Overall – 85%	Sp. Ed -75%	EL – 80%	Hispanic - 85%	SED – 85%

Identifies 4 shapes (circle, square, rectangle, triangle)

(Tri 1 / 3=2 of 4 Tri 2 / 3 of 4 2D shapes Tri 3 / 4 2D shapes)

Tri 1	Overall – 86%	Sp. Ed - 86%	EL – 86%	Hispanic - 86%	SED – 86%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 79%	Sp. Ed - 79%	EL – 79%	Hispanic - 79%	SED – 79%
Tri 3	Overall – 75%	Sp. Ed - 75%	EL – 75%	Hispanic - 75%	SED – 75%

Math -I Kinder (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Counts (Counts aloud to Tri #1 – 20 / Tri #2 – 50 / Tri #3 - 100)

Tri 1	Overall – 70%	Sp. Ed - 65%	EL – 65%	Hispanic - 70%	SED – 70%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 75%	Sp. Ed - 65%	EL – 75%	Hispanic - 75%	SED – 75%
Tri 3	Overall – 85%	Sp. Ed - 75%	EL – 85%	Hispanic - 85%	SED – 85%

Counts 1:1 Correspondence (Counts items to Tri #1 – 10 / Tri #2 - 20 / Tri #3 - 30)

Tri 1	Overall – 90%	Sp. Ed - 85%	EL – 90%	Hispanic - 90%	SED – 90%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 70%	Sp. Ed - 70%	EL – 70%	Hispanic - 70%	SED – 70%
Tri 3	Overall – 90%	Sp. Ed - 85%	EL – 90%	Hispanic - 90%	SED – 90%

Recognize Numbers (Recognizes numbers out of order to Tri #1 – 10 / Tri #2 - 20 / Tri #3 - 30)

Tri 1	Overall – 80%	Sp. Ed - 70%	EL – 80%	Hispanic - 80%	SED – 80%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 85%	Sp. Ed - 75%	EL – 85%	Hispanic - 85%	SED – 85%
Tri 3	Overall – 90%	Sp. Ed - 80%	EL – 90%	Hispanic - 90%	SED – 90%

Math - 1st Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Add/Sub Accurately (Accurately solves addition/subtraction facts to 20)

Tri 1	Overall – 55%	Sp. Ed - 40%	EL – 45%	Hispanic - 50%	SED – 55%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 60%	Sp. Ed - 50%	EL – 50%	Hispanic - 55%	SED – 60%
Tri 3	Overall – 65%	Sp. Ed - 55%	EL – 55%	Hispanic - 60%	SED – 65%

Counts, Read, Writes (Counts, reads, and writes whole numbers to 12)

Tri 1	Overall – 50%	Sp. Ed - 30%	EL – 45%	Hispanic - 40%	SED – 45%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 55%	Sp. Ed - 40%	EL – 55%	Hispanic - 45%	SED – 55%
Tri 3	Overall – 60%	Sp. Ed - 50%	EL – 60%	Hispanic - 50%	SED – 65%

Add/Sub Fluently (Quickly solves addition/subtraction facts to 10)

Tri 1	Overall – 40%	Sp. Ed - 30%	EL – 35%	Hispanic - 38%	SED – 40%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 35%	Sp. Ed - 43%	EL – 40%	Hispanic - 43%	SED – 45%
Tri 3	Overall – 40%	Sp. Ed - 40%	EL – 45%	Hispanic - 48%	SED – 50%

Solves Word Problems (Solves addition/subtraction word problems)

Tri 1	Overall – 50%	Sp. Ed - 35%	EL – 50%	Hispanic - 43%	SED – 50%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 55%	Sp. Ed - 45%	EL – 55%	Hispanic - 48%	SED – 55%
Tri 3	Overall – 60%	Sp. Ed - 50%	EL – 60%	Hispanic - 53%	SED – 60%

Math - 2nd Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Add/Sub Fluently (Fluently adds and subtracts math facts to 20)

Tri 1	Overall – 65%	Sp. Ed - 65%	EL – 65%	Hispanic - 65%	SED – 60%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 70%	Sp. Ed - 65%	EL – 65%	Hispanic - 65%	SED – 65%
Tri 3	Overall – 70%	Sp. Ed - 60%	EL – 60%	Hispanic - 65%	SED – 65%

Word Problems (Solves word problems)

Tri 1	Overall – 35%	Sp. Ed - 30%	EL – 35%	Hispanic - 35%	SED – 35%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 45%	Sp. Ed - 40%	EL – 45%	Hispanic - 45%	SED – 45%
Tri 3	Overall – 50%	Sp. Ed - 50%	EL – 55%	Hispanic - 5%	SED – 70%

Understands Numbers to 1,000 (Understands whole numbers to 1,000)

Tri 1	Overall – 30%	Sp. Ed - 20%	EL – 25%	Hispanic - 30%	SED – 30%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 60%	Sp. Ed - 30%	EL – 55%	Hispanic - 60%	SED – 60%
Tri 3	Overall – 65%	Sp. Ed - 30%	EL – 60%	Hispanic - 65%	SED – 65%

Math - 3rd Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Math Benchmark

Tri 1	Overall – 50%	Sp. Ed - 33%	EL – 40%	Hispanic - 45%	SED – 45%	Homeless - 40%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%	Homeless - ??%

Tri 2	Overall – 52%	Sp. Ed - 35%	EL – 45%	Hispanic - 48%	SED – 48%	Homeless - 45%
Tri 3	Overall – 58%	Sp. Ed - 40%	EL – 50%	Hispanic - 55%	SED – 55%	Homeless - 40%

Math IXL (scoring in the top range of scores)

Tri 1	Overall – 10%	Sp. Ed - 0%	EL – 8%	Hispanic - 10%	SED – 10%	Homeless - 10%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%	Homeless - ??%
Tri 2	Overall – 15%	Sp. Ed - 10%	EL – 18%	Hispanic - 20%	SED – 20%	Homeless - 20%
Tri 3	Overall – 20%	Sp. Ed - 20%	EL – 28%	Hispanic - 30%	SED – 30%	Homeless - 30%

Math - 4th Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Math Benchmark

Tri 1	Overall – 25%	Sp. Ed - 0%	EL – 20%	Hispanic - 25%	SED – 25%	Homeless - 40%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%	Homeless - 2540%
Tri 2	Overall – 20%	Sp. Ed - 10%	EL – 15%	Hispanic - 15%	SED – 15%	Homeless - 40%
Tri 3	Overall – 40%	Sp. Ed - 20%	EL – 20%	Hispanic - 35%	SED – 40%	Homeless - 40%

Math IXL (scoring in the top range of scores)

Tri 1	Overall – 10%	Sp. Ed - 0%	EL – 8%	Hispanic - 10%	SED – 10%	Homeless - 10%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%	Homeless - ??%
Tri 2	Overall – 15%	Sp. Ed - 10%	EL – 18%	Hispanic - 20%	SED – 20%	Homeless - 20%
Tri 3	Overall – 20%	Sp. Ed - 20%	EL – 28%	Hispanic - 30%	SED – 30%	Homeless - 30%

Math - 5th Grade (2024 - 2025)

After a review of the District Benchmarks Assessments from the 2023-2024 school year for the trimesters, the following goals are for the 2024-2025 school year in Language Arts.

Trimester 1 is identified twice as Tri 1 as the estimate in June of 2024 and Tri 1 B is the adjusted information based on the actual student enrollment in the grade level.

Math Benchmark

Tri 1	Overall – 30%	Sp. Ed - 10%	EL – 25%	Hispanic - 30%	SED – 30%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%
Tri 2	Overall – 20%	Sp. Ed - 5%	EL – 10%	Hispanic - 20%	SED – 20%
Tri 3	Overall – 15%	Sp. Ed - 5%	EL – 10%	Hispanic - 15%	SED – 15%

Math IXL (scoring in the top range of scores)

Tri 1	Overall – 10%	Sp. Ed - 0%	EL – 8%	Hispanic - 10%	SED – 10%	Homeless - 10%
Tri 1 B	Overall – ??%	Sp. Ed - ??%	EL – ??%	Hispanic - ??%	SED – ??%	Homeless - ??%
Tri 2	Overall – 15%	Sp. Ed - 10%	EL – 18%	Hispanic - 20%	SED – 20%	Homeless - 20%
Tri 3	Overall – 20%	Sp. Ed - 20%	EL – 28%	Hispanic - 30%	SED – 30%	Homeless - 30%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

Information from the 2022 - 2023 Benchmarks, and Trimester 3 report cards were analyzed to determine the SPSA goals for the area of Mathematics for the 2023-2024 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmarks	See the information below in the Analysis of the 2023-2024 SPSA information.	Information is detailed in Goal # 2 that is provided above.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Supplemental instruction and intervention materials to support math instruction for all students and subgroups; Students with Disabilities, English Learners, Hispanic, Homeless, and Socio-Economically Disadvantaged)</p> <p>Target Time Intervention teachers to support students in small groups with targeted math skills.</p>		1,000 Title I (0620) 4000-4999: Books And Supplies Instruction and intervention materials 10,590 OTRM 2000-2999: Classified Personnel Salaries Target Time Intervention Specialists 19,000 Title I (0620) 2000-2999: Classified Personnel Salaries Target Time Intervention Specialists
2.2	<p>Teachers will be supported with additional training/collaboration time as needed to support mathematical concepts for students.</p> <p>Materials and support for after-school intervention for Mathematics for all subgroups (Students with Disabilities, English Learners, Homeless, and Socio-Economically Disadvantaged)</p> <p>Staff development as needed for math support</p> <p>Stipends for after-school math support</p>		700 Title I (0620) 1000-1999: Certificated Personnel Salaries Instruction & Intervention support 200 Title I (0620) 4000-4999: Books And Supplies Staff development materials cost 520 Title I (0620) 1000-1999: Certificated Personnel Salaries

			Stipends for staff development prep 2,000 Title I (0620) 1000-1999: Certificated Personnel Salaries Stipends for after school math
2.3	<p>Technology to support staff and student collaboration throughout the campus for all students and subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged)</p> <p>Software and hardware to support math instruction and intervention both in-person and remote with math</p> <p>Staff Development, collaboration times for teachers for technology support (Ex.- Canvas, Classlink, Smarty Ants, Go Math and IXL)</p>		1,000 Title I (0620) 6000-6999: Capital Outlay Hardware 1,500 Title I (0620) 4000-4999: Books And Supplies Software 1,000 Title I (0620) 4000-4999: Books And Supplies Hardware 400 Title I (0620) 1000-1999: Certificated Personnel Salaries Staff development collaboration & Planning
2.4	Supplies for Classroom Supplemental materials Copier costs and paper Printer costs Supplemental instructional materials & classroom supplies		4,500 0010 4000-4999: Books And Supplies Copier costs and paper 4,400 Title I (0620) 4000-4999: Books And Supplies Printer costs 400 Title I (0620) 4000-4999: Books And Supplies Instructional Materials 400 Title I (0620) 4000-4999: Books And Supplies Classroom Supplies
2.5	<p>Dance/PE, Music and Art Specialists will work on activities involving counting, patterns, rhythms, sequencing, measuring, and estimation for all subgroups (Students with Disabilities, English Learners, Hispanic, Homeless, and Socio-Economically Disadvantaged)</p> <p>After-school enrichment for math with a focus for measuring using sewing as a focus and small group instruction</p>		500 Title I (0620) 4000-4999: Books And Supplies Instructional materials for specialists 1,000 Title I (0620) Salary for Specialist - Music for TK & K 5,304 Title I (0620)

			Salary for Specialist - Art 5,304 Title I (0620) Salary for Dance/Movement Specialist TK - 5 3,000 Title I (0620) 1000-1999: Certificated Personnel Salaries Salary for after school enrichment
2.6	Benchmark and report card data for trimesters in math will be reviewed and evaluated by the principal, grade level teachers, and individual teachers for all students and subgroups (Students with Disabilities, English Learners, and Socio-Economically Disadvantaged.) The principal will review progress reports and report card data for math.		400 Title I (0620) 1000-1999: Certificated Personnel Salaries Collaboration

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Students benefited from the direct Glenwood staff support after school vs homework support in the after-school program. Teachers saw increases in master of target skills in the small group Target Time Intervention.

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

More difficult to find credentialed staff for all grade levels for homework support after-school, especially for grades 3 - 5.

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.

Changes during the year to the SPSA will be indicated with a legend of either bold type, italic type or asterisk indicating a change to the original plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Learners

English Learner student goals in grades TK - 5th have been identified by grade level in the academic areas of Language Arts and Math and are reflected in the Language Arts and Math goals section of this document. ELPAC information from the spring of 2024 has been reviewed to formulate the goals.

The 2024 - 2025 TK students will have a combined overall average score of 30% for Level 3 & Level 4 on the 2025 Summative ELPAC.

The 2024 - 2025 Kinder students will have a combined overall average score of 30% for Level 3 & Level 4 on the 2025 Summative ELPAC .

The 2024 - 2025 1st-grade students will have a combined overall average score of 50% for Level 3 & Level 4 on the 2025 Summative ELPAC.

The 2024 - 2025 2nd-grade students students will have a combined overall average score of 45% for Level 3 & Level 4 on the 2025 Summative ELPAC.

The 2024 - 2025 3rd-grade students will have a combined overall average score of 60% for Level 3 & Level 4 on the 2025 Summative ELPAC.

The 2024 - 2025 4th-grade students will have a combined overall average score of 43% for Level 3 & Level 4 on the 2025 Summative ELPAC.

The 2024 - 2025 5th-grade students will have a combined overall average score of 50% for Level 3 & Level 4 on the 2025 Summative ELPAC.

EL paras will continue for the 2024 - 2025 school year to support students with 5.25 hours daily.

Outreach support for families will be provided. (Ex. Canvas training for parents, Q training support, ELAC Meetings and trimester parent nights, and English classes for Spanish-speaking parents.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

Glenwood English Learners will continue to demonstrate progress on their ELPAC scores. Focus will be on Overall Growth percentages for combined Overall Level 3 & 4 by grade level.

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
Spring 2023 and Fall 2022 ELPAC scores	See information detailed above.	See information detailed above.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>LAT Ellevation meetings will be held for students who meet; Reclassification criteria or have been identified as At-Risk by the district</p> <p>Teachers provide English Learners lessons for Designated EL instruction during the direct instructional period. In addition, teachers integrate EL strategies throughout all subject areas to support students. New Wonders curriculum supported.</p> <p>EL Advisor & Bilingual Facilitator attend monthly meetings and relay information to the staff.</p> <p>Intervention specialists provide additional support for designated students during non-direct instructional time with designated support software</p> <p>Designated E-Block (ELD instruction) for students</p>		<p>800 Title I (0620) 1000-1999: Certificated Personnel Salaries Teacher release time and/or collaboration time 700 Title I (0620) 4000-4999: Books And Supplies Instruction 1,000 Title I (0620) 2000-2999: Classified Personnel Salaries monthly meetings with parents / evening translations 2,000 Title I (0620) 2000-2999: Classified Personnel Salaries Intervention teachers</p>
3.2	<p>Student and parent community support - Translation supports ELAC parents meetings Back to School night Parent Conferences Teacher Request PTA Meetings Open House IEP meetings</p> <p>Family Support of Outreach for Spanish-speaking families(hours increased from 3 hours to 5.25 hours per day paid by district) additional hours beyond district hours will be allowed</p> <p>English classes for Spanish Speaking Parents</p>		<p>1,000 Title I (0620) 2000-2999: Classified Personnel Salaries Translators 1,500 0010 2000-2999: Classified Personnel Salaries Outreach prep time for meetings 1,600 0010 2000-2999: Classified Personnel Salaries additional family support beyond contract hours</p>
3.3			

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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Glenwood was without the OA III and Outreach position until mid November of the 23-24 school year. The School Social Worker helped provide additional support with the two days assigned on the Glenwood campus.

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

Due to positions not being fully staffed for the year. Money was saved that was originally targeted for support.

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.

Changes during the year to the SPSA will be indicated with a legend of either bold type, italic type or asterisk indicating a change to the original plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Student & Family Support and Engagement

Glenwood will focus on SEL and attendance during the 24-25 school year in addition to DEI and UDL supported by building connections with students and families.

Glenwood will focus on the following to support the Glenwood community;

- Send the Title 1 letter to parents in September of 2024 to notify them of the identification of Glenwood as a Title 1 school
- Discuss at each parent meeting the importance of parent involvement for their student and the impact of absences and tardies on their student.
- Continue the increase in hours for an Outreach position to support families with translations, technology support, school and community support

(Outreach providers will present and promote classes for parents and students on technology use; ClassLink, Canvas, Seesaw, Google, etc.)

(Outreach position will keep a calendar of virtual and in-person classes taught to provide students and parents with technology support, English language skills, school information, and community resources.)

The principal and teachers will support students with targeted instruction and support through MTSS procedures. Intervention support with a push-in intervention, Target Time model to provide small group instruction and collect data concerning academic difficulties will be implemented and evaluated, before scheduling SST meetings.

Bilingual Counselor, Social Worker, and Wellness Clinician supporting students and families.

The 2024 - 2025 data will reflect that Glenwood will offer all students and/or families, including the subgroups of English Learners, Special Education (Learning Center), Hispanic, and Socio Economically Disadvantaged and Homeless the following opportunities ;

Welcome Back presentation and Happy New Year Presentation to students / documented on the principal's calendar
Weekly lessons on Social-Emotional Learning weekly provided through the school counselor. / sent by e-mail to staff weekly by the school counselor, district and/or principal
Monthly counselor lessons.

Student Success Awards / documented on the principal's calendar

Stand Proud - 5th grade / documented on the school calendar

Honor Roll - 4th & 5th grade / documented on the principal's calendar

Free Breakfast and Lunch for all Students

Attendance Awareness Month / documented on the calendar in September

Attendance Spirit Week Dress Days in September.

Three free Family nights for students and families (art night, science night, math night)

Family Dance/PE afternoon

Family Reading afternoon

Inclusive Schools Week / documented on the principal's calendar

Various acknowledgment months (Ex. - National Hispanic Heritage Month, African American Heritage Month, etc. / documented on the principal's calendar

Assistance League - Store Shopping Night/meeting with Assistance League and voucher information documentation

Individual class supplies for students to support those in financial support

Weekly Gator Gazette SMORE distributed by e-mail to all families in both English and Spanish / Principal e-mails

Culmination Celebration - 5th grade / Culmination planning document

Distribution of information from community resources such as Adelante group providing free produce to families (information will be e-mailed to all families)

Media Managers (2 Teachers) to support PR for Facebook, Instagram, and School Website

After School "Right at School" free to families by application/enrollment data will be used to determine the success of the program

In-person and virtual field trips through TOArts links are provided to teachers in addition to all families when allowed
Back to School Night the Night before school starts to share class information with parents and students before school starts.

After-school enrichment classes for students in interest areas (ex. sewing, computer design, creative writing)

The school attendance program "Build Up Your Attendance" - focuses on students being on time daily to start each day off in a nonstressed morning about rushing to school.

Communication through parent programs and communication on the importance of academic success and the relationship with prompt attendance.
 Individual meetings with students to discuss past ELPAC and CAASPP information. Goal setting sessions

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

Glenwood staff recognizes the importance of all Glenwood subgroups (Special Education, EL, Hispanic and SED) of students having the same opportunities for student participation on the campus and in the home beyond academic opportunities.

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
LCAP Survey, Parent attendance data and Student Activities and Participation Data	At the current time opportunities for Inclusion and student support are offered to all subgroups. This will continue to be the practice during the 2023-2024 school year. Student and Family Engagement LCAP information is listed above with specific areas that are targeted	See information posted above.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Success Award supplies Honor Roll Individual Classroom supplies		500 Title I (0620) 4000-4999: Books And Supplies Award supplies 1,000

	<p>Stand Proud & Culmination / 5th grade</p> <p>Inclusive Schools Week & Heritage Months</p> <p>SEL Supports</p> <p>Field Trips</p> <p>Academic Specialists for as-needed student support.</p>	<p>0010 4000-4999: Books And Supplies Honor Roll Materials 1,000 Title I (0620) 4000-4999: Books And Supplies</p> <p>Classroom & Recess Supplies</p> <p>500 0010 4000-4999: Books And Supplies Stand Proud & Culmination 500 0010 4000-4999: Books And Supplies Weekly & Monthly promotions 1,000 Title I (0620) 4000-4999: Books And Supplies SEL Supplemental Materials 2,000 Title I (0620)</p> <p>Transportation 1,500 Title I (0620) 2000-2999: Classified Personnel Salaries Classroom specialist support</p>
<p>4.2</p>	<p>Additional health clerk hours to support the needs of SED with glasses and various immunization support</p> <p>After School ELOP funded program - "Right at School" District ELOP support if additional</p> <p>After School Enrichment classes</p>	<p>1,000 Other 2000-2999: Classified Personnel Salaries Additional hours - health clerk</p> <p>District Funded None Specified</p> <p>1,200 Title I (0620) 1000-1999: Certificated Personnel Salaries Stipends for staff 1,000 Title I (0620) 2000-2999: Classified Personnel Salaries</p>
<p>4.3</p>	<p>Gator Gazette will be sent out weekly in both English & Spanish by e-mail</p> <p>Parent Attendance for ELAC meetings</p> <p>Electronic Marquee</p>	<p>125 Title I (0620) 2000-2999: Classified Personnel Salaries Gazette translation 500</p>

	<p>Outreach Programs to support parents and students in numerous areas; technology, attendance, community resources</p> <p>Media Managers</p> <p>Yearbook Coordinator</p> <p>Student Council sponsor</p> <p>Bilingual Counselor - support for families, students, and staff</p> <p>Bilingual Social Worker for Title 1 School - support for Title 1 families, students, and staff</p>	<p>Title I (0620) 2000-2999: Classified Personnel Salaries Promotion of meetings, translators</p> <p>Marquee and announcements 600 Title I (0620) 2000-2999: Classified Personnel Salaries Outreach hours 3,000 0010 1000-1999: Certificated Personnel Salaries Media Mangers additional time 1,000 0010 2000-2999: Classified Personnel Salaries Yearbook Coordinator stipend 750 Title I (0620) 1000-1999: Certificated Personnel Salaries</p> <p>Student Council Stipend</p> <p>Bilingual Counselor f & Welnnes Clinician funded by the district for 5days</p> <p>Bilingual Social Worker funded by the district for 2 days</p>
<p>4.4</p>	<p>Advertise ELAC & Parent meetings with direct communication to families through social media and direct e-mails</p> <p>Parent English classes</p> <p>Weekly homework folders and/or teacher newsletters for weekly communication with families</p> <p>Parent and staff representatives for English Learner Advisory Committee, District Advisory Committee, Gifted and Talented Advisory Committee, Special Education Advisory Committee, African-American Advisory Committee, and LGBTQ+ Advisory Committee</p>	<p>300 Title I (0620) 4000-4999: Books And Supplies Advertisement 400 Title I (0620) 4000-4999: Books And Supplies Advertisement 1,600 Title I (0620) 4000-4999: Books And Supplies Folders and assignment notebooks</p>

	Academic Family Nights (STEAM, Reading, Art, Dance, etc.)		<p>Advertisements 2,000 Title I (0620) 4000-4999: Books And Supplies</p> <p>Materials for events 1,200 Title I (0620) 1000-1999: Certificated Personnel Salaries</p> <p>Teacher compensation for planning of family events</p>
4.5	<p>Daily SEL Focus Teachers will implement daily SEL using activities such as Community Circles and SEL lessons provided for the teachers by the Elementary Counselors.</p> <p>One-to-one Chromebooks are provided for all grade levels for students to support with technology.</p> <p>Back To School Night (day before school)</p>		<p>District Funded 1000-1999: Certificated Personnel Salaries SEL lessons 2,000 Title I (0620) 4000-4999: Books And Supplies Chromebooks 600 Title I (0620) 1000-1999: Certificated Personnel Salaries Training 4,500 Title I (0620) 4000-4999: Books And Supplies Chromebook Insurance 400 Title I (0620) 4000-4999: Books And Supplies Materials for families 1,200 Title I (0620) 2000-2999: Classified Personnel Salaries Translators</p>
4.6	<p>Meetings with teachers to discuss student concerns and evaluate interventions. Meetings to discuss needed data collection to ensure all opportunities for student success have been exhausted. Meetings will be scheduled during teacher specialist times as a cost-saving method.</p>		0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Spanish speaking families feel supported with the automatic translations sent out with all communication. which helps support the community/family connections.

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

Wellness Clinician program was slow to get off the ground with staffing changes during the year.

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

Changes during the year to the SPSA will be indicated with a legend of either bold type, italic type or asterisk indicating a change to the original plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Attendance/Tardies and Social/Behavioral

During the 2024 - 2025 school year, Glenwood will implement and continue strategies to support students with behavioral/emotional concerns. A dedicated incentive plan for prompt attendance will build support for the importance of arriving to school on time

These strategies will support all students at Glenwood including the subgroups of; English Learners, Students with Disabilities, Hispanic, Socio-Economically Disadvantaged, and Homeless end of the 2024 - 2025 school year.

Students identified with Suspensions during the 2023- 2024 school year will demonstrate a decrease in the number of days suspended by 70% except for behaviors that require automatic suspensions.

Individual grades will show the following a monthly average of no tardies.

TK - 80%, K - 80%, 1st - 85% 2nd - 90%, 3rd - 90%, 4th - 90%, 5th - 90%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

Strategies to support reduction of suspensions and to decrease chronic absenteeism in accordance with ATSI. All subgroups will be targeted for implementation of these strategies including but not limited to the following; English Learners, Students with Disabilities, Hispanic, and Socio-Economically Disadvantaged.

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>5.1</p>	<p>Attendance goals will be set for students with a past history of chronic absenteeism. Goals will include recognition and rewards for improvement.</p> <p>Attendance Improvement Notifications</p> <p>Attendance Spirit Week</p> <p>Attendance Awareness Parent Lessons</p> <p>"No Tardy" Incentives/ Build Your Attendance Invesiti-gator how to be on time.</p> <p>Attendance Lessons</p>		<p>5,000 0010</p> <p>Student Attendance Plans Materials and Rewards</p> <p>1,300 ESSER III - Learning Loss 4000-4999: Books And Supplies Materials</p> <p>200 ESSER III - Learning Loss 4000-4999: Books And Supplies Materilas</p>
<p>5.2</p>	<p>Targeted SEL themes monthly with a focus on strategies for students to reflect on behaviors to be proactive vs reactive</p> <p>Wellness Coordinator to support students daily as needed.</p>		<p>3,000 Title I (0620) 4000-4999: Books And Supplies Materials, recognition, rewards</p> <p>800 Title I (0620) 1000-1999: Certificated Personnel Salaries Monthly Assemblies prep time 1,624 Title I (0620) 4000-4999: Books And Supplies Materials to support new Wellness program</p>
<p>5.3</p>			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$185,001.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
0010	\$29,500.00
OTRM	\$31,590.00
4EEF	\$500.00
ESSER III - Learning Loss	\$1,500.00
Other	\$1,000.00
Title I (0620)	\$120,911.00

Subtotal of state or local funds included for this school: \$185,001.00

Total of federal, state, and/or local funds for this school: \$185,001.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I (0620)	120,911	0.00
0010	29,500	0.00
OTRM	31,590	0.00
4EEF	500	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	29,500.00
OTRM	31,590.00
4EEF	500.00
ESSER III - Learning Loss	1,500.00
Other	1,000.00
Title I (0620)	120,911.00

Expenditures by Budget Reference

Budget Reference	Amount
	41,304.00
1000-1999: Certificated Personnel Salaries	22,620.00
2000-2999: Classified Personnel Salaries	47,615.00
4000-4999: Books And Supplies	43,258.00
5000-5999: Services And Other Operating Expenditures	500.00
6000-6999: Capital Outlay	11,000.00
None Specified	13,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	0010	5,000.00
1000-1999: Certificated Personnel Salaries	0010	3,000.00
2000-2999: Classified Personnel Salaries	0010	4,100.00
4000-4999: Books And Supplies	0010	8,000.00
None Specified	0010	9,400.00
	OTRM	13,000.00
1000-1999: Certificated Personnel Salaries	OTRM	3,000.00
2000-2999: Classified Personnel Salaries	OTRM	14,590.00
4000-4999: Books And Supplies	OTRM	500.00
5000-5999: Services And Other Operating Expenditures	OTRM	500.00
1000-1999: Certificated Personnel Salaries	4EEF	500.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	1,500.00
2000-2999: Classified Personnel Salaries	Other	1,000.00
	Title I (0620)	28,608.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	16,120.00
2000-2999: Classified Personnel Salaries	Title I (0620)	27,925.00
4000-4999: Books And Supplies	Title I (0620)	33,258.00
6000-6999: Capital Outlay	Title I (0620)	11,000.00
None Specified	Title I (0620)	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,984.00

Goal 2	63,118.00
Goal 3	8,600.00
Goal 4	31,375.00
Goal 5	11,924.00

School Site Council Membership

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



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

Name of Members	Role
Vivian Vina	Principal
RJ Maloney	Classroom Teacher
Elsa Casillas	Other School Staff
Denise Brown	Classroom Teacher
	Parent or Community Member

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

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Classified Staff Member

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

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

This SPSA was adopted by the SSC at a public meeting on revision on.

Attested:

	Principal, Vivian Vina-Hunt on 9/6/24
	SSC Chairperson, RJ Maloney on 9/6/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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