GLEN CITY ELEMENTARY SCHOOL

141 Steckel Drive • Santa Paula, CA 93060 • (805) 933-8850 • Grades TK-5
Lydia Olivo, Principal

SCHOOL ACCOUNTABILITY REPORT CARD
A REPORT OF 2018-19 ACTIVITY PUBLISHED IN 2019-20

Principal's Message

The National PTA states, "When parents and educators communicate effectively, positive relationships develop, problems are more easily solved and students make greater progress."

Glen City's Parent and Staff Surveys pointed to our need to address the challenges of effective school-family-community communication. Parents, community members and staff are all invited to work together to improve their understanding of Glen City programs and policies, student progress, how they may respond effectively to our needs and through better communication.

Communication will be evident when educators and families share information about school programs and student progress in varied, clear, and productive ways. Our goal at Glen City must be the creation of improved communication channels from school-to-home and from home-to-school.

Research indicates that it is the quality of teacher/parent interaction that contributes most to Student Achievement. Research recommends using the following strategies to improve family/school communications:

Make It Positive: Teachers communicate with parents most often when the child misbehaves. We are asking our teachers to share positive achievements and your child's progress regularly. Parents should also ask how they can be responsive to the strengths and needs of your child.

Make It Practical: Ask and look for resources to understand the curriculum and California Common Core Standards. Be specific when communicating concerns with teachers and administrators. Ask for specific suggestions about what you can do to help your child in challenging areas. Talk with your child daily about their school work and monitor their homework.

Make It Personal: Parents can request information regarding teacher qualifications. I am proud to say all of our Glen City teachers and paraprofessionals are "Highly Qualified." Communicate in person, via email, notes and/or phones calls with any questions, concerns or praises. Ask for information about your child's individual test scores, assessment data and samples of work.

Please join with us to make Glen City Elementary School the Best It Can Be!

District & School Description

Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2018-19 school year, the District served 5,270 students in grades TK-12. The demographic composition of the student body included 13.6% students identified with a disability, 35.8% qualifying for English learner support, 88.6% enrolled in the Free or Reduced Price Meal program, 1.4% migrant, 0.1% foster youth, and 9.6% homeless youth.

District Vision & Mission

Vision:

The Santa Paula Unified School District provides exemplary learning environments for all students to be prepared to successfully contribute to a diverse global society.

Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and community, will prepare students academically, emotionally and socially for college, careers, global citizenship, and lifelong learning. At each grade level, all students are provided diverse and differentiated experiences and learning opportunities by a highly skilled educational team in a safe and supportive learning environment.

Contents

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section were acquired in December 2019 and information for the facilities section were acquired in November 2019.

Core Values:

The Santa Paula Unified School District Board of Trustees strongly value and believe that our students need to be prepared for the 21st Century. Consequently, the District's core values reflect a commitment to:

- improving student academic performance
- providing safe and healthy schools
- maintaining a fiscally sound budget
- promoting stakeholder input
- fostering a positive district culture

Educating our students and supporting the school community is our responsibility!

Glen City Elementary School

During the 2018-19 school year, Glen City Elementary served 571 students in grades TK-5. Student enrollment included 58% qualifying for English learner support, 14.2% students identified with a disability, 90.2% enrolled in the Free or Reduced Price Meal program, 1.1% migrant, and 10.9% homeless youth.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.0%	Kindergarten	110
American Indian or Alaskan Native	0.0%	Grade 1	89
		Grade 2	89
Asian	0.4%	Grade 3	94
Filipino	0.0%	Grade 4	102
Hawaiian or Pacific Islander	0.0%	Grade 5	87
Hispanic or Latino	98.6%	Grade 6	0
White	0.9%	Grade 7	0
Two or More Races	0.2%	Grade 8	0
Socioeconomically Disadvantaged	90.2%		
English Learners	58.0%		
Students with Disabilities	14.2%		
Homeless	10.9%		
Foster Youth	0.0%	Total Enrollment	571

The "Kindergarten" number of students shown in the chart above includes both TK and kindergarten numbers.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and School facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)
The SARC does not cover any of the requirements of State Priority 2.

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities);
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

State Priority 7: Course Access (Conditions of Learning)
The SARC does not cover any of the requirements of State Priority 7.

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

- Pupil outcomes in the subject area of physical education.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities

Committees
English Learner Advisory Council
District English Learner Advisory Council (DELAC)
Migrant Parent District Advisory Committee (MPDAC)
Parent District Advisory Committee (PDAC)
Parent Teacher Association (PTA)
School Site Council

School Activities
Back to School Carnival
Back to School Night
Family Literacy Night
Family Movie Night
Family Science Night
Book Character Parade
Monthly Coffee Chats
Parent Appreciation Assembly & Breakfast
Senior Walk
Spring Carnival
Student Recognition Assemblies
Winter & Spring Performances

School News
Parents stay informed on upcoming events and school activities through the school website, social media (Facebook & Instagram), flyers, monthly coffee chat, monthly calendar and Blackboard Connect. Contact the principal or the school office at (805) 933-8850 for more information on how to become involved in your child's learning environment.

Student Achievement

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 and Grade 11) 2018-19										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	280	277	98.9%	1.1%	35.7%	280	277	98.9%	1.1%	30.3%
Male	146	144	98.6%	1.4%	28.5%	146	144	98.6%	1.4%	25.0%
Female	134	133	99.3%	0.7%	43.6%	134	133	99.3%	0.7%	36.1%
Asian	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	275	272	98.9%	1.1%	34.9%	275	272	98.9%	1.1%	29.8%
White	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	264	261	98.9%	1.1%	34.9%	264	261	98.9%	1.1%	29.1%
English Learners	203	202	99.5%	0.5%	32.7%	203	202	99.5%	0.5%	28.7%
Students with Disabilities	59	58	98.3%	1.7%	15.5%	59	58	98.3%	1.7%	12.1%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11 Percentage of Students Meeting or Exceeding the State Standards						
	GCES		SPUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	36	36	31	34	50	50
Mathematics	30	30	24	26	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards						
	GCES		SPUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Physical Fitness

In the spring of each year, Glen City Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2018-19			
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level Fifth	20.7%	19.5%	44.8%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

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

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

School Facilities & Safety

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

2018-19 through 2019-20 Campus Repair or Improvement Projects:
- Installation of new A/C units throughout campus (bond project)
- Installation of a camera and buzzer system at school entrance
- Installation of two TV's in the cafeteria for presentations
- Painting of a school mural
- Installation of a new school marquee
- Installation of a security entrance fence near the front of the school
- Air conditioning projects

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

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

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

• Classroom cleaning
• Kitchen cleaning
• Restroom cleaning

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

Campus Description	
Year Built	1955
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	14
# of Restrooms (student use)	3 sets
Multipurpose Room/Cafeteria	1
Playground	1
Computer Lab(s)	2
Counseling Office	1
Speech Room	1
Literacy Center	1

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: August 19, 2019				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			Building A - Remove newly abondoned conduit used for old gate WO# 13206090
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			Building B - Stucco repair and paint along bottom of southeast corner wall WO# 13206097; Building C - Replace weathered fascia between room 6 and boys restroom WO# 13206120; Portable RR - North back side of restroom skirting needs to be replaced WO# 13206138; Room 28 & 28A - Ramp skirting/west facing skirt needs to be replaced WO# 13206155
External	✓			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Glen City Elementary School took place on August 19, 2019. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2018-19 school year, 100% of restrooms were fully operational and available to students at all times.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Glen City Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in fall 2019.

Supervision & Safety

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

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

Deferred Maintenance

Santa Paula Unified School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/ exterior painting and flooring systems.

During the 2018-19 school year, Santa Paula Unified School District allocated $50,266 of deferred maintenance funds for the following projects at Glen City Elementary School:

- Termite repairs
- Toilet partitions
- Flooring upgrades

Classroom Environment

Gifted and Talented Education (GATE) Program

GATE students in grades three through five will receive differentiated instruction.

Student Recognition Programs

Glen City School believes in recognizing students for academic success, responsible behavior, perfect attendance and service to our site and community. Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Students can earn Grizzly bucks for being safe, respectful and responsible. These Grizzly bucks can be used at the Grizzly store.

Discipline & Climate for Learning

Students at Glen City Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Glen City Elementary School's staff is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year when they sign Glen City Elementary School's "Family-School Compact" and through classroom visits by the administrators. Glen City's staff is focused on establishing relationships with students to support academic and behavior needs.

Suspensions and Expulsions									
	GCES			SPUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	2.90%	2.40%	3.40%	5.10%	4.30%	5.40%	3.60%	3.50%	3.60%
Expulsions	0.00%	0.17%	0.00%	0.14%	0.16%	0.11%	0.09%	0.08%	0.09%

Class Size Distribution

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

Average Class Size and Class Size Distribution				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	1	4	
1	22.0		4	
2	23.0		4	
3	20.0	3	1	
4	23.0	1	4	
5	23.0	1	4	
2017-18				
K	22.0	1	4	
1	21.0	1	3	
2	20.0	2	2	
3	20.0	1	4	
4	26.0		3	
5	21.0	1	4	
2018-19				
K	22.0	1	4	
1	22.0		4	
2	22.0	1	3	
3	24.0		3	
4	24.0	1	4	
5	23.0	1	3	

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

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

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.

During the 2018-19 school year, Glen City Elementary provided site-based staff development after school at staff meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- Common Core State Standards
- Data Analysis
- English Learner Development (ELD)
- Instructional Strategies
- School Safety

During the 2017-18, 2018-19 and 2019-20 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2017-18	0 days

- English Language Arts: Wonders Curriculum Exploration, English Language Development & Writing Instruction
- Science: Building Awareness, Instructional Model & Hands on Examples
- Mathematics: Instructional Routines, Building Number Sense & Math Learning Walks

2018-19	0 days

- Pacing Guides Training
- ELD Standards Training
- Report Card Training
- Next Generation Science Standards (NGSS)
- Engaging English Learners
- Formative Assessments
- Literably Online Assessment Pilot
- Picture Perfect Science
- Curriculum Advisory Team (CAT)

2019-20	0 days

- 1 to 1 Initiative (Technology)
- Curriculum Advisory Team (CAT)
- ELA
- ELD
- Lesson Planning & Observation
- Lesson Study
- Literably Online Assessment
- Mathematics
- Next Generation Science Standards
- Picture Perfect Science
- Technology
- Writing

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

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

Instructional Materials

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

On September 11, 2019, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2019 - 20:01 Sufficiency of Textbooks or Instructional Materials which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2019-20 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

The Santa Paula Unified School District is using supplemental materials in addition to current Science textbooks and History/Social Science textbooks in order to meet State requirements, but plans to pilot and adopt textbooks as follows:

K-5 History-SS -Pilot/Adoption: 2020-21
K-5 Science – Pilot/Adoption 2021-22

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - *Wonders*	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - *Math Expressions*	0%
Science			
2008	No	Delta Foss Science Kits - *CA Science*	0%
Social Science			
2007	No	Pearson Scott Foresman - History/Social Science	0%

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum. The district provides chrome books or iPads to all students as part of a 1:1 technology initiative and supports the utilization of google suite to enhance student learning. Glen City Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Special Education

Special Education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student is assigned a case manager to oversee the implementation of the IEP. Special Education services include regular education accommodations, speech and language services, audiology services, and psychological counseling. General education and Special Education staff provide support to students through a blended, co-teaching model to provide core instruction. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP team. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

English Language Learners

Glen City Elementary School provides English Language Learner (ELL) students with English Language Development (ELD) instruction based on their language proficiency level. Students are grouped by acquisition level for 30 minutes daily in kindergarten through second grade and 45 minutes daily for students in third through fifth grades. English Learner students also receive integrated language support throughout the day in their core curricular areas.

At Risk Interventions

Glen City Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math by offering after school intervention classes, and three Reading Teachers (two full-time and one part-time) to assist with reading.

Professional Staff
Support Services Staff

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

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Clerk	1	0.8
Library Clerk	1	1.0
Nurse	As needed	
Psychologist	1	0.6
Speech Therapist	1	1.0
Counselor	1	1.0
Counselor (Contract Service)	1	*

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2018-19 school year, Glen City Elementary had 29 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. Those teachers without a full credential include LEA and university internships, pre-internships, emergency or other permits, and waivers. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	GCES			SPUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	31	29	30	263	269	259
Teachers with Full Credential	30	29	30	256	269	259
Teachers without Full Credential	1	0	0	7	0	0
Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.*

District Expenditures

Salary & Budget Comparison

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

Expenditures Per Student

For the 2017-18 school year, Santa Paula Unified School District spent an average of $12,956 of total general funds to educate each student (based on 2017-18 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,637	49,084
Mid-Range Teacher Salary	74,983	76,091
Highest Teacher Salary	95,345	95,728
Average Principal Salaries:		
Elementary School	115,918	118,990
Middle School	118,526	125,674
High School	131,268	137,589
Superintendent Salary	196,069	230,096
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
	Dollars Spent Per Student				
Expenditures Per Pupil	GCES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,840	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,711	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,129	10,474	77.6%	7,507	139.5%
Average Teacher Salary	82,508	77,740	N/A	78,059	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- After School Education & Safety (ASES)
- Career and Technical Education Programs
- California Career Pathways Trust
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Glen City Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Glen City Elementary School's SARC and access the Internet at any of the county's public libraries. The closest public library to Glen City Elementary School is the Santa Paula Public Library located at 119 North 8th Street, Santa Paula.

Santa Paula Public Library
Phone: (805) 525-3615
Hours: Mon., Tues. & Thurs. 12-8
Wed. 10-6
Sat. 10-2;
Fri. & Sun: Closed
Number of Computers Available: 7
Printers Available: Yes

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