

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glenwood Elementary School	56 73759 6055941	12/14/2021	3/26/19

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

For the 2021 - 2022 school year, Glenwood Elementary students are receiving their instruction back in an in-person full-day instructional model. Due to the Covid 19 pandemic the instructional models for 2020 - 2021 represented reduced direct instructional time each day in order to maintain the required health and safety guidelines during the pandemic. Returning students for the 2021-2022 school year represent students that received in-person and remote instruction. Class size ratios remain the same as pre-pandemic with required masking in the classroom and optional masking outside.

Glenwood Elementary School's educational setting encourages all students in all subgroups to reach their full potential academically, socially, physically, and emotionally. Students will experience learning in an environment that promotes not only basic skills, but also critical thinking skills, problem-solving skills, and the ability to access information.

Glenwood teachers work with students on acquiring the learning skills of communication, collaboration, critical thinking, and creativity in the context of "lifelong" learning with interactive technology and media. The staff focuses all year long on providing a safe and orderly school climate promoting positive self-esteem, responsibility, citizenship, and achieving one's personal best.

Glenwood is proud to honor, recognize, and respect Diversity, Equity and Inclusion on campus by celebrating the uniqueness of individual students and all subgroups including but not limited to; English Learners, Hispanic, Socio--Economically Disadvantaged and Students with Disabilities/ Learning Center and Special Day Class. Staff members support Diversity, Equity and Inclusion as

essential components to a strong learning community. Glenwood students, staff, and parents support the school motto, "Keep Your Eyes on Excellence and Take Pride in Your School, Your Work and Your Name" in and out of the classroom.

Glenwood's community is rich in cultural, linguistic, and socioeconomic diversity. Goals are reflected in the Single Plan for Student Achievement and demonstrate support for all students and subgroups (English Learners, Hispanic, Socio--Economically Disadvantaged, Students with Disabilities / Learning Center and Special Day Class) in the areas of Language Arts, Math, along with parent and student connections and communication. Social-Emotional Learning for all grade levels will be supported on a daily basis with the assistance of lessons from the Elementary Counselors.

Glenwood provides English Learners with daily designated English Learner instructional time for the development of English skills with the new "Wonders" district-adopted curriculum.

Student data is gathered and monitored regularly as teachers designate instructional intervention groups in the areas of Language Arts and/or math throughout the school year for the Glenwood "Target Time" program. The staff uses data from trimester progress reports, report cards, teacher diagnostics and grade level trimester district benchmark assessments to monitor student progress and plan instructional intervention and enrichment groups for "Target Time." Students benefit from the thirty-minute dedicated time period four days a week using credentialed academic specialists for focused instruction in language arts and/or math. Target Time provides the teachers in Kindergarten through Fifth grade with the opportunity to design small group targeted instruction to focus on specific skills for students demonstrating struggles in a particular academic area. Three to four Target Time sessions during the year strategically place students into groups for focused instruction for Language Arts and/or math. Due to the pandemic, the instructional model will vary from a push-in to a pull-out depending on specific circumstances.

Glenwood hosts an after-school program with the ASES Grant with STAR Inc. that serves approximately eighty students each school day providing tutorial homework and supplemental activities in the fine arts and science until 6:00 p.m. Typically a local community church provides free weekly tutoring services for the Glenwood students on their site. Due to the pandemic, this schedule will evolve over the year.

We are fortunate to be able to support our students with a bilingual counselor, one day a week, a Social Worker one day a week. The bilingual Parent Outreach Coordinator position has been increased by the district to 5.25 hours for the 2021-2022 school year. These positions work to support our students and coordinate our parent education meetings. They bring resources to assist families and guide them to the community resources that are available to support their families. In addition, Glenwood students are supported by three part-time bilingual paraprofessionals providing translation services and support in classrooms. Special education students in the Learning Center are supported by a part-time Special Ed paraprofessional and the Special education - Special Day Classes have full-time paraprofessionals supporting the classes.

The brief summary indicated above will be reflected in the School Plan document showing how these programs support the school goals which are described in the plan. The staff at Glenwood reflects throughout the year to review and adjust strategies designed for student success. This information is shared with the School Site Council that has parents representing, PTA, GATE, English Learner Advisory Committee, District Advisory Committee, Special Education District Advisory Committee. Parent representatives are invited to attend SSC meetings representing the African American Parent Advisory Committee and/or the LGBTQ+ Parent Advisory Committee.

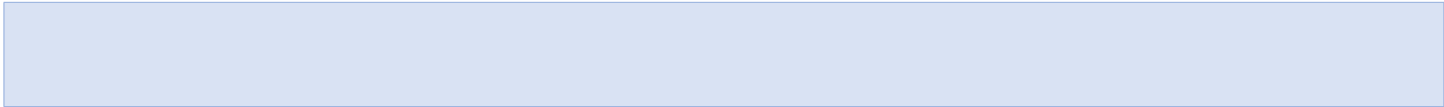


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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Although the LCAP Parent Survey was not completed for the 2019-2020 school year, due to the pandemic, the information from the LCAP Parent Survey from 2018-2019 continues to be appropriate and valid for review. The following information below were the results from the 2018-2019 Glenwood LCAP survey.

1. Likes coming to school. (90 responses)

Strongly Agrees - 68.9 Agree - 25.6 Disagree - 4.4 Strongly Disagrees - 1.1

2. School values diversity. (86 responses)

Strongly Values - 52.3 Values - 44.2 Does not value - 3.5

3. How well does staff at your child's school create a school environment that helps children learn? (83 responses)

Very Well - 55.4 Well - 42.2 Not Well - 2.4

4. I feel informed about my child's academic progress at school. (89 responses)

Strongly Agrees - 53.9 Agree - 42.7 Disagree - 2.2 Strongly Disagrees - 1.1

5. I feel my child's peers treat him/her fairly. (88 responses)

Strongly Agrees - 40.9 Agree - 45.5 Disagree - 10.2 Strongly Disagrees - 3.4

6. I feel adults in my child's school treat me fairly. (88 responses)

Strongly Agrees - 56.8 Agree - 37.5 Disagree - 5.7

7. Students prevent bullying (84 responses)

Strongly Agrees - 26.2 Agree - 59.5 Disagree - 6.0 Strongly Disagrees - 8.3

8. I feel the health and support services in the school meet the needs of my child. (86 responses)

Strongly Agrees - 39.50 Agree - 55.8 Disagree - 3.5 Strongly Disagrees - 1.2

9. I feel there are trusted adults in the school who my child can go or talk to for help. (88 responses)

Strongly Agrees - 44.3 Agree - 52.3 Disagree - 3.4

10. Students in my child's school respect each other's differences. (86 responses)

Strongly Agrees - 30.2 Agree - 57.9 Disagree - 9.3 Strongly Disagrees - 3.5

11. I feel that my child's school is physically safe. (88 responses)

Strongly Agrees - 34.1 Agree - 60.2 Disagree - 5.7

12. I feel comfortable sharing my thoughts and ideas at this school. (88 responses)

Strongly Agrees - 27.3 Agree - 67.0 Disagree - 4.5 Strongly Disagrees - 1.1

13. I feel welcome at my child's school. (89 responses)
Strongly Agrees - 64.1 Agree - 51.7 Disagree - 2.2

15. How confident are you in helping your child improve their work/study habits? (86 responses)
Strongly Agrees - 62.8 Agree - 34.9 Disagree - 2.3

16. How confident are you in helping your child maintain positive interaction skills w/ peers and adults. (86 responses)
Quite confident - 76.7 Somewhat confident - 22.1 Not confident at all - 1.2

17. How confident are you in helping your child demonstrate appropriate self control? (87 responses)
Quite confident - 88.2 Somewhat confident - 20.7 Not confident at all - 1.1

The school has a system for rewarding good attendance. (89 responses)
Don't know or not applicable - 42.7% Strongly agree - 18.0% Agree - 34.8% Disagree - 3.4%
Strongly Disagree - 1.1%

The school has a system for rewarding improving attendance. (89 responses)
Don't know or not applicable - 46.1% Strongly agree - 19.1% Agree - 29.2% Disagree - 3.4%
Strongly Disagree - 2.2%

The school promptly follows up when my child is away. (90 responses)
Don't know or not applicable - 3.3% Strongly agree - 66.7% Agree - 25.6% Disagree - 0.0%
Strongly Disagree - 4.4%

The school advertises the importance of students attending school. (90 responses)
Don't know or not applicable - 5.6% Strongly agree - 62.2% Agree - 28.9% Disagree - 1.1%
Strongly Disagree - 2.2%

I encourage my child to attend school. (90 responses)
Don't know or not applicable - 0.0% Strongly agree - 75.6% Agree - 21.1% Disagree - 1.1%
Strongly Disagree - 2.2%

I know the consequences for my child's learning by not attending school. (89 responses)
Don't know or not applicable - 1.1% Strongly agree - 74.2% Agree - 22.5% Disagree - 1.1%
Strongly Disagree - 1.1%

I know the legal consequences for my child not attending school. (89 responses)
Don't know or not applicable - 6.7% Strongly agree - 66.3% Agree - 24.7% Disagree - 1.1%
Strongly Disagree - 1.1%

How well do you feel your child's school is preparing him/her for his/her next academic year? (81 responses)
4 - 60.5% 3 - 29.6% 2 - 7.4% 1 - 2.5%

How much of a sense of belonging does your child feel at his/her school? (80 responses)
4 - 53.8% 3 - 41.3% 2 - 3.8% 1 - 1.3%

At your child's school, how well does the overall approach to discipline work for your child? (82 responses)

4 - 57.3% 3 - 36.6% 2 - 4.9% 1 - 1.2%

Given your child's cultural background, how good a fit is his/her school? (82 responses)

4 - 56.1% 3 - 31.7% 2 - 8.5% 1 - 3.7%

How well do the activities offered at your child's school match his/her interests? (80 responses)

4 - 58.8% 3 - 28.8% 2 - 7.5% 1 - 5.0%

How comfortable is your child in asking for help from school adults? (82 responses)

4 - 52.4% 3 - 31.7% 2 - 13.4% 1 - 2.4%

How well do the teaching styles of your child's teacher(s) match your child's learning style? (81 responses)

4 - 52.4% 3 - 31.7% 2 - 13.4% 1 - 2.4%

ENGLISH LEARNER NEEDS ASSESSMENT 2018-2019 - there were 65 responses on each question.

1. I understand the English Language Development Program in CVUSD.

Strongly Agree - 31 Agree - 29 Disagree - 4 Strongly Disagree - 1 Blank - 0

2. I understand the school's plan to ensure my child learns academic content while acquiring Standard English skills.

Strongly Agree - 32 Agree - 31 Disagree - 2 Strongly Disagree - 0 Blank - 0

3. I understand how the school progress-monitors the academic and linguistic progress of my child.

Strongly Agree - 33 Agree - 28 Disagree - 3 Strongly Disagree - 1 Blank - 0

4. I understand CVUSD's components of the reclassification criteria.

Strongly Agree - 24 Agree - 34 Disagree - 5 Strongly Disagree - 1 Blank - 1

5. I believe my child will be academically successful after meeting reclassification criteria.

Strongly Agree - 34 Agree - 26 Disagree - 3 Strongly Disagree - 0 Blank - 2

6. It is a family priority to help my child learn the English language in our home.

Strongly Agree - 39 Agree - 23 Disagree - 2 Strongly Disagree - 1 Blank - 0

7. I actively engage in helping my child develop English skills at home.

Strongly Agree - 38 Agree - 25 Disagree - 1 Strongly Disagree - 0 Blank - 1

8. It is likely that I would contact my child's teacher or teachers if I would have questions or concerns.

Strongly Agree - 40 Agree - 23 Disagree - 1 Strongly Disagree - 1 Blank - 0

9. I have a good understanding on how the school uses English Learner funds to support my child's learning

Strongly Agree - 31 Agree - 30 Disagree - 4 Strongly Disagree - 0 Blank - 0

10. I am aware of the language and academic interventions my child has access to in his/her school.

Strongly Agree - 34 Agree - 26 Disagree - 3 Strongly Disagree - 0 Blank - 2

11. My child's school is meeting his/her academic needs.

Strongly Agree - 35 Agree - 28 Disagree - 2 Strongly Disagree - 0 Blank - 0

12. I understand the purpose for an English Learner Advisory Committee (ELAC).

Strongly Agree - 35 Agree - 28 Disagree - 2 Strongly Disagree - 0 Blank - 0

13. I understand that my active engagement and participation in my child's school experience is a fundamental component to their overall success.

Strongly Agree - 37 Agree - 27 Disagree - 1 Strongly Disagree - 0 Blank - 0

14. I find the school's ELAC meetings informative and helpful

Strongly Agree - 31 Agree - 31 Disagree - 2 Strongly Disagree - 1 Blank - 0

15. What day and time would be best for you to attend future ELAC meeting?

Monday AM - 14 PM - 18

Tuesday AM - 11 PM - 14

Wednesday AM - 4 PM - 13

Thursday AM - 13 PM - 13

Friday AM - PM - 13

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Glenwood's certificated personnel have a formal observation a minimum of one time during the school year. Select teachers as identified by the district Human Resources department also receive a formal evaluation during the year. The principal meets with certificated teachers to discuss the observations and/or evaluations. During these meetings, the principal provides constructive feedback and takes advantage of the opportunity to highlight the areas of success. In addition to the formal observations and evaluations, the principal takes available opportunities to drop into classrooms to check in on not only the teachers but also the students. The principal provides feedback as appropriate and also takes the opportunity to learn new information, teaching styles and differentiation techniques to share with other members of the Glenwood staff. The 2020-2021 school year is focused on a flexible and fluid model of instruction to provide parents with options that best fit their personal needs by having students attend instruction in-person or remotely. Each Glenwood teacher instructions on Cohort In-person (blended) and one remotely.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. When appropriate and the district schedule returns to a normal schedule, principals will again engage in a UDL Learning Walks with CVUSD Instructional Services Department to understand and discuss the current applications and implementation of UDL in the classroom. This year, principals will facilitate this UDL Learning Walk protocol with their teachers in which schools will gather evidence, analyze those findings, and

determine needs with corresponding actions in a cycle of continuous improvement. Informally, principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Typically during the school year, the following assessments take place. Glenwood students in grades 3-5 take the CAASPP in language arts and math. Students in grade 5 take the CAST in science. Students in grades TK-2 are assessed utilizing district benchmark assessments for ELA and math. Designated English Learner students in grades TK - 5 take the English Language Proficiency Assessment (ELPAC.) Information from EDAMS is used to look at the CAASPP information beyond the overall and subgroup scores. The Glenwood staff looks at the data in grades 3 - 5 broken down into the Claim areas of the exam over a historical four year period to look for patterns with student cohorts and grade levels. In addition, to Historical Data the previous year's CAASPP results are broken down into results of each claim area by subgroups (English Learner, Hispanic, Students with Disabilities and Socio-Economically Disadvantaged.) This information helps facilitate discussion on what Claims to target for SPSA goals. In grades, TK -2 data is also broken down by subgroups to reflect progress and goals. This information is reviewed at each trimester. ELPAC information is broken down into overall scores along with growth on scale scores. This information helps with the discussion and decisions regarding goals for English Learner students.

Due to the pandemic, the Spring 2020 CAASPP was canceled by the state. ELPAC Spring exams were also not implemented. The goals in the 19-20 SPSA for grades 3 - 5 were related to the CAASPP results. Due to the cancelation of these assessments, the information listed below reflects data that staff reviewed based on the second trimester academic grades Reading, Writing and Math in grades 3 through 5. In grades TK - 2 the 19-20 goals were reviewed using the 2nd-trimester benchmarks scores.

The percentage in the parenthesis indicates the actual 2nd-trimester percentage next to the actual goal that was written for the third trimester.

Language Arts - Transitional Kindergarten / 19-20 Updates (DUE TO THE PANDEMIC THE INFORMATION IS BASED ON THE TRIMESTER TWO REPORT CARD.)

After reviewing scores from the third-trimester transitional kindergarten reports cards from June 2019 and fall assessments, the TK goals will focus on the overall goal of reading.

The transitional kindergarten teacher will use the June 2020 report card results on the following targeted goals to support reading skills.

Transitional Kindergarten students will score either a "2" or "3" on the following standards.

Fluently name all upper case letters taught

Overall - 82% (44%)	Special Education - (NA)	EL - 80% (31%)	Hispanic – 82%
(36%)	SED - 82% (44%)		

Fluently name all lower case letters taught

Overall - 82% (25%)	Special Education – NA	EL – 80% (15%)	Hispanic – 82%
(21%)	SED - 82% (25%)		

Given the name of a letter, the student produces the sound it makes

Overall - 72% (50%)	Special Education – NA	EL – 70% (46%)	Hispanic – 75%
(50%)	SED - 72% (50%)		

Writes first name correctly

Overall - 70% (88%)	Special Education – NA	EL – 50% (85%)	Hispanic – 60%
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(86%) SED – 70% (88%)

Math - Transitional Kindergarten / 19-20 Updates (DUE TO THE PANDEMIC THE INFORMATION IS BASED ON THE TRIMESTER TWO REPORT CARD.)

After reviewing scores from the third-trimester transitional kindergarten reports cards from June 2019 and fall assessments, the TK goals will focus on the overall goal of reading.

The transitional kindergarten teacher will use the June 2020 report card results on the following targeted goals to support reading skills.

Transitional Kindergarten students will score either a “2” or “3” on the following standards.

Counts by rote to 10 (1st Trimester) to 20 (2nd Trimester) to 30 (3rd Trimester/final goal to be measured)

Overall – 85% (69%) Special Education – NA EL – 82% (62%) Hispanic – 85% (64%) SED – 85% (69%)

Counts w/ 1 to 1 correspondence to 5 (1st Tri) to 10 (2nd Tri) to 20 (3rd Tri/final goal to be measured)

Overall – 85% (75%) Special Education – NA EL – 82% (69%) Hispanic – 85% (71%) SED - 85% (75%)

Solves addition/subtraction with objects

Overall – 70% (75%) Special Education – NA EL – 75% (69%) Hispanic – 77% (71%) SED - 70% (75%)

Language Arts - Kindergarten/ 19-20 Updates (DUE TO THE PANDEMIC THE INFORMATION IS BASED ON THE TRIMESTER TWO REPORT CARD.)

After review of data from the third trimester kindergarten reports cards from June 2019 and fall assessments, the Kindergarten students will focus on the overall goal of reading

Teachers will use the June 2020 report card to review data on the following targeted goals to support reading skills as students move into the first grade in the fall of 2020.

Kindergarten students will score either a “2” or “3” on the following standards.

Blends sounds orally to make words

Overall - 85% (84%) Special Education - 80% (67%) EL - 85% (75%) Hispanic – 85% (82%) SED - 85% (84%)

Orally separates sounds that make up a two-phoneme word

Overall - 85% (51%) Special Education – 70% (46%) EL – 83% (46%) Hispanic – 85% (49%) SED – 85% (51%)

Reads high-frequency words taught

Overall -70% (58%) Special Education – 60% (50%) EL – 65% (50%) Hispanic – 70% (54%) SED - 70% (67%)

Reads one-syllable words

Overall - 60% (44%) Special Education – 55% (34%) EL – 60% (29%) Hispanic – 60% (38%) SED - 60% (44%)

Math - Kindergarten/ 19-20 Updates (DUE TO THE PANDEMIC THE INFORMATION IS BASED ON THE TRIMESTER TWO REPORT CARD.)

After review of data from the third trimester Kindergarten reports cards from June 2019 and fall assessments have led to the following determinations.

Teachers will use the June 2020 report card to review data on the following targeted goals to support math skills as students move into the first grade in the fall of 2020.

Kindergarten students will score either a "2" or "3" on the following standards.

Counts by rote to 20 (1st Trimester) to 50 (2nd Trimester) to 100 (3rd Trimester/final goal to be measured)

Overall – 80% (84%) Special Education – 75% (67%) EL – 78% (49%) Hispanic – 80% (56%) SED - 80% (84%)

Counts w/ 1 to 1 correspondence to 10 (1st Tri) to 20 (2nd Tri) to 30 (3rd Tri/final goal to be measured)

Overall – 95% (91%) Special Education – 86% (67%) EL – 75% (54%) Hispanic – 95% (90%) SED - 95% (91%)

Knows number combinations to 5 orally with object

Overall – 95% (NA) Special Education – 79% (NA) EL – 93% (NA) Hispanic – 95% (NA) SED – 95%(NA)

Language Arts – 1st grade (DUE TO THE PANDEMIC THE INFORMATION IS BASED ON THE TRIMESTER TWO REPORT CARD.)

Data from the 3rd Trimester reports cards for kindergartners and 1st graders from June of 2019 were reviewed analyzing the progress of students in each grade level on the standards for language arts along with fall diagnostics.

After reviewing the data it has been determined that first graders will perform on the third-trimester district benchmarks as follows;

Reading high-frequency words (90 out of 100)

Overall - 80% (50%) Special Education – 65% (0%) EL – 83% (47%) Hispanic – 85% (51%) SED - 80% (50%)

Math – 1st grade (DUE TO THE PANDEMIC THE INFORMATION IS BASED ON THE TRIMESTER TWO REPORT CARD.)

Data from the 3rd Trimester reports cards for kindergartners and 1st graders from June of 2019 were reviewed analyzing the progress of students in each grade level on the standards for math along with fall diagnostics.

After reviewing the data it has been determined that first graders will perform on the third-trimester district benchmarks as follows;

Accurately solves addition/subtraction facts (10 out of 12)

Overall – 80% (67%) Special Education – 70% (0%) EL – 78% (47%) Hispanic – 75% (51%) SED – 80% (64%)

Fluently solves addition/subtraction facts (32 out of 40 in 4 mins)

Overall – 80% (55%) Special Education – 70% (53%) EL – 78% (53%) Hispanic –

75% (51%) SED – 80% (55%)

Language Arts - 2nd grade (DUE TO THE PANDEMIC THE INFORMATION IS BASED ON THE TRIMESTER TWO REPORT CARD.)

After reviewing the third-trimester report card standard marks from June of 2019 along with the present scores of the fall diagnostics for the 2019-2020 2nd grade students, it has been determined by the Glenwood 2nd grade teachers that the following will be the language arts goals for the 2019-2020 school year;

The June 2020 report card will reflect the following percentages for students earning a “2” or “3” on the third-trimester report card for the grade-level standards of;

“Reads 300 high-frequency words”

Overall – 80% (86%) Special Education – 60% (57%) EL – 83% (77%) Hispanic – 85% (84%) SED – 80%(85%)

“Reads unfamiliar grade-level material aloud accurately.”

Overall – 75% (80%) Special Education - 56% (43%) EL – 72% (77%) Hispanic – 75% (81%) SED – 75% (79%)

Math – 2nd grade (DUE TO THE PANDEMIC THE INFORMATION IS BASED ON THE TRIMESTER TWO REPORT CARD.)

After reviewing the third-trimester report card standard marks from June of 2019 along with the present scores of the fall diagnostics for the 2019-2020 2nd grade students, it has been determined by the Glenwood 2nd grade teachers that the following will be the Math goals for the 2019-2020 school year;

The June 2020 report card will reflect the following percentages for students earning a “2” or “3” on the third-trimester report card for the grade-level standards of;

“Knows number combinations to 20.”

Overall - 80% (83%) Special Education – 65% (57%) EL – 74% (77%) Hispanic – 76% (84%) SED - 80% (82%)

Language Arts & Math - 3rd grade (Due to the pandemic prior goals were not able to be reported on.)

The information below reflects grade-level data on students earning A’s, B’s & C’s on the 2nd-trimester report card in the areas of Reading, Writing and Mathematics for all subgroups.

Reading

Overall - 63% Special Education – 56% EL – 52% Hispanic – 58% SED - 61%

Writing

Overall - 80% Special Education – 67% EL – 78% Hispanic – 79% SED - 50%

Math
 Overall - 78% Special Education –56% EL – 74% Hispanic – 73% SED - 76%

Language Arts & Math - 4th Grade (Due to the pandemic prior goals were not able to be reported on.)

The information below reflects grade-level data on students earning A's, B's & C's on the 2nd-trimester report card in the areas of Reading, Writing and Mathematics for all subgroups.

Reading
 Overall - 93% Special Education – 92% EL – 84% Hispanic – 91% SED - 92%

Writing
 Overall - 95% Special Education – 92% EL – 89% Hispanic – 94% SED - 95%

Math
 Overall - 90% Special Education – 83% EL – 79% Hispanic – 88% SED - 90%

Language Arts & Math - 5th Grade (Due to the pandemic prior goals were not able to be reported on.)

The information below reflects grade-level data on students earning A's, B's & C's on the 2nd-trimester report card in the areas of Reading, Writing and Mathematics for all subgroups.

Reading
 Overall - 48% Special Education – 40% EL –23% Hispanic – 41% SED - 46%

Writing
 Overall - 85% Special Education – 70% EL – 81% Hispanic – 82% SED - 85%

Math
 Overall - 29% Special Education – 30% EL – 6% Hispanic – 22% SED - 25%

Due to the pandemic, the information below was still used to discuss and plan as this information is both relevant and historical data.

Analysis of the Spring ELPAC information from 2019 and Fall ELPAC information from 2019 for Kindergartners has provided crucial data for discussion of ELPAC goals reflect in the 2019-2020

SPSA plan.

The following information reflects student percentages for the categories of Well Developed, Moderately Developed, Somewhat Developed and Minimally Developed.

K	Well - 13%	Moderately - 49%	Somewhat - 28%	Minimally - 10%
1st	Well - 17%	Moderately - 39%	Somewhat - 26%	Minimally - 17%
2nd	Well - 26%	Moderately- 30%	Somewhat - 26%	Minimally - 17%
3rd	Well - 26%	Moderately - 26%	Somewhat - 42%	Minimally - 5%
4th	Well - 29%	Moderately - 56%	Somewhat - 12%	Minimally - 3%
5th	Well - 36%	Moderately - 48%	Somewhat - 12%	Minimally - 3%

Due to the pandemic, it was especially relevant this year for teachers to review early fall benchmark information. Review of both district provided benchmark results along with teacher made fall benchmark assessments and instructional diagnostics were reviewed as grade levels developed new site plan goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Academic specialists have been trained to use Lexia for Language Arts intervention to support language across all curriculum areas. In addition, the academic specialists have been trained in Smarty Ants and Imagine Learning to support designated English Learners.

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use unit and theme tests as pre and post-assessments for students to measure progress and determine areas for pre-teaching, differentiation and reteaching. The principal uses benchmark assessments to review performance and calculate information by subgroups. This information helps the staff with the opportunity to closely monitor the performance of targeted groups, including English Learners, Hispanic, Socio-economically Disadvantaged, Homeless, and Foster.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Glenwood teachers all meet the required credentials for all teaching positions in grades K - 5th grade.

One hundred percent of the CVUSD teachers are credentialed and properly assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Glenwood teachers are part of the district designed professional learning days. This year, the district staff development offered a variety of learning opportunities for teachers. Teachers took advantage of the offerings to support their virtual instructional lessons. The principal provided opportunities for staff to receive additional training in the areas of Class Link and Canvas by using Glenwood staff to provide training for their colleagues both after school and on weekends.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The district focus of UDL for staff development for 2019-2020 supports the instructional needs of the Glenwood students. Although the pandemic has caused some adjustments to this district focus, the teachers at Glenwood continually reflect on the barriers that students may face as they design differentiated lessons for all students and all subgroups. UDL reinforces and outlines the skills required to support the variety of learning styles and levels of students across all grade levels. This UDL focus continues and the barrier component is at the forefront of instruction as we navigate virtual instruction. Although not designated as required staff development days, the Glenwood teachers regularly avail themselves to support their colleagues with discussions about curriculum, technology and social-emotional growth.

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards with adjustments made for the learning models for the 2020-2021 school year. District-wide professional learning related to Universal Design For Learning (UDL) has served as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports student access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with other relevant training related to curriculum frameworks, content standards, and social-emotional learning. CVUSD also provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.

From August 5, 2020 to August 14, 2020, CVUSD teachers were provided a range of professional learning options that prioritized on-boarding and preparing to launch remote teaching and learning. This training focused first on offering teachers and staff with the knowledge and support to begin implementing Canvas, the district’s new common Learning Management System. More than 6,045 individual training sessions were completed by staff among the 70+ training options provided. Staff were required to complete 6 hours of training, but were compensated for additional hours that were completed.

Below are titles of some of those training options provided to prepare for the 2020-2021 school year:

- Required training included: Introduction to Canvas, Intermediate Training for Canvas, Using Canvas with Zoom, and Recording and Uploading Live Instruction.
- Other Canvas training topics included the following: Importing Content from Free Version, Building Quizzes and Assessments, Integrating Canvas with Google, Integrating SeeSaw with Canvas, Setting up Canvas for Specialized Programs, Setting up Canvas for Related Services Providers, and Setting up Canvas for Learning Center Teachers.
- Other non-Canvas training topics included the following: Boom Cards for Beginners, Unique Alternative Curriculum, Designated ELD for Grades TK-2 / 3-5 / Secondary, Integrated ELD for Grades TK-2 / 3-5 / Secondary, Elementary Report Card & Curriculum Map & Assessment Overview; Spanish language curriculum, Overview of CVUSD Equity Task Force, Equity Focused Dialogue, Equity Resources, “The Body Keeps The Score” on mental health topics, Unpacking Adverse Childhood Experiences (ACEs), online science curriculum, GATE Extension Strategies for Remote Learning, and Conducting Special Education Assessments.

Then, on August 17th, the District’s certificated staff participated in a districtwide Professional Learning Day. Topics included: Canvas accessibility features to remove barriers to remote learning, universal social-emotional Learning (SEL) practices, staff collaboration addressing learning loss, and planning for the first three days of school.

Due to the impending return to on-campus instruction as well as the diverse professional learning needs across the district, the October 12, student-free professional learning day, shifted to teachers being required to complete six (6) hours outside of the regular contact day/hours to include:

- classroom preparation for student return to campus,
- professional learning,
- collaboration and/or articulation or
- any combination thereof

Glenwood teachers have access to district-based TOSA's (Teachers on special assignment) in various areas: 1. English Language Development 2. Professional development. 3. Technology. Instructional assistance and support is also provided in the area of technology by our Coordinator of Instructional Technology and a special education Inclusion TOSA. Glenwood has two instructional

coaches (one primary and one upper-grade teacher), an English Learner adviser and a Gifted and Talented Education adviser, who also provide support for teachers. The Glenwood teachers also have the resources of a school counselor one day a week, a social worker two days a week. The staff is able to consult with the Student Services department attendance liaison to discuss strategies for students experiencing attendance barriers.

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSA's in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, GATE, and English Learner Services. These TOSA's provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve key student groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Glenwood teachers in grades K - 5th work together to collaborate throughout the year. Due to the pandemic, Glenwood teachers find times, outside of the school day to collaborate on strategies for instruction both in-person and virtual, grade-level curriculum and technology integration. The Glenwood teachers are a cooperative and supportive staff that are working with the constraints of the schedule during this pandemic year. When the need arises they work together to find ways to collaborate for the benefit of the students.

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focal areas of professional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

In addition, to district and state-approved curriculum materials, Glenwood teachers use supplemental strategies to support the students. Glenwood teachers are in the third year of using Achieve 3000 in grades 3 - 5 to support students in their acquisition of language arts, specifically reading comprehension and writing. During Target Time planning meetings, grade level teachers will work with the credentialed Academic Target Time teachers to designate students for Lexia intervention. Glenwood teachers continually infuse technology throughout their lessons and make daily use of the 1:1 devices in their classrooms and the Promethean Interactive Boards that are in each classroom.

CVUSD uses state-approved instructional materials in all subject areas including ELA materials and Mathematics. Currently, we have teachers who are engaged in the ELA/ELD piloting instructional materials that are aligned to the Common Core State Standards in English/Language Arts. During the 2019-202 school year, a committee of Elementary teachers served on a committee to review and pilot a new English Language Arts curriculum. Due to the pandemic, the district made a decision not to implement the new adoption for 2020-2021 but is continuing discussion during the 2020-2021 school year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere to Board approved instructional minutes for all subject areas. Math and Language Arts blocks are prioritized whenever possible in teacher planning to be uninterrupted. Due to the pandemic, direct instructional minutes have been adjusted but students are given instructional lessons through additional reinforcement activities in the curriculum areas as designated by the district.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Glenwood students are provided with additional opportunities during the school day beyond the designated Language Arts and Math instruction. Through the Glenwood Target Time program, students receive additional instructional intervention in the areas of Language Arts. With the support of the Title 1 funds that Glenwood receives the campus is able to hire three credentialed academic specialists to support the staff and students. Four times a week each grade level receives the support of the three specialists for thirty minutes. This program allows the teachers to use various pieces of academic data to sort students into small groups for academic intervention in the area of Language Arts. The assignment for each individual student is sent home to the parent by letter that is in both English and Spanish each of the four sessions. The progress of the student is documented on an individual student tracking sheet that follows the student from K - 5th grade so teachers may review progress on previous intervention, instruction or enrichment.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the appropriate California State approved curriculum in all content areas. Students in special education use the same state-adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials and integrating the ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards aligned digital and print materials. All materials are approved by the Board of Education and include an exhaustive process during each adoption cycle as teachers review and pilot materials and evaluate textbooks based on our local needs and their alignment to standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Glenwood students participate in Target Time four days a week, during the pandemic, the teachers will be implementing Lexia to support Language Arts for support of language skills in all academic areas.

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standard. Teachers utilize whole-group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum.

Evidence-based educational practices to raise student achievement

Glenwood teachers have been practicing the Target Time model of using additional academic specialists to support small group instruction before the MTSS models were in full implementation in the district. The school takes advantage of the Title 1 funding by providing three additional credentialed specialist to support the students through small group targeted instruction. This model continues to demonstrate results that are documented across the three to four sessions annually. This program allows for targeted intervention for struggling students throughout the year on various concepts in the areas of language arts for the 2020-2021 school year.

The following research-based educational practices are utilized: Universal Design for Learning, SDAIE strategies, Systematic ELD, GLAD (Guided Language Acquisition Design) strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole-group settings, academic language instruction, productive partnering, and cooperative learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Glenwood honors the funds received as a Title 1 school by directly providing instructional support for the benefit of students. The majority of the funding for the 2020-2021 school year will be used to hire the Target Time academic specialists. Due to the pandemic, additional hours will be implemented this year to make sure that all grade levels across both Cohorts have access to intervention. This allocation is approved by the School Site Council and demonstrates direct support for students by affirming additional academic intervention to facilitate student success. Funding from Title 1 also allows the school to employ an Outreach Worker who is responsible for supporting the parents of the school with information both in and out of school. Due to the pandemic, additional hours are needed to help parents with technology issues that happen on a daily basis and provide them with instruction and resources for support during the pandemic. The position is held by a bilingual classified professional and this demonstrates the respect for the English Learner population by employing someone that may support them with their concerns academically, socially and emotionally. This position also provides additional support to the staff with translation and meeting facilitation responsibilities. Glenwood is fortunate to have the services of a district bilingual social worker two times a week along with a bilingual counselor one day a week. The social worker provides a wealth of community resources for the parent community at Glenwood along with conveying the importance of attendance to the parents in the community. The district supports the staff with a bilingual facilitator who works with the district but is on the Glenwood site for three hours a day. The facilitator supports the office, staff and most importantly the students. The facilitator keeps staff and parents apprised of information based on state/district guidelines. The Outreach position works in conjunction with the other outreach positions from other Title 1 schools. They meet regularly to discuss resources and supports for parents and students. They are providing a monthly series for parents that is presented in Spanish with English translation available. To date, these monthly programs have been well received by parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives and school personnel are involved in a variety of ways at Glenwood in the planning, implementation and evaluation of programs. Glenwood's School Site Council which includes parent representatives for DAC, DELAC, GATE and SEDAC district advisory committees meets regularly to communicate and collaborate on allocation of resources, goals for the schools and the implementation of action steps. Glenwood has a small but mighty PTA that works hard to provide opportunities for family events to support the school and community. Most popular are the; Fall Festival, December Pancake Breakfast and Spring Gator Run. Glenwood also supports the parents and students with an English Learner Advisory Committee (ELAC) that meets five times a year. Staff meetings are held twice a month for all teachers and as needed during the pandemic as issues may arise that need to be addressed. Glenwood is very fortunate to have the support of the community Assistance League that provides all Glenwood students the opportunity to attend the Burlington Shopping Night where all students who return their permission slip get a seventy dollar voucher to shop on a designated evening at Burlington. (This year, students were still provided the voucher but were allowed to go at their own convenience so that social distancing guidelines were followed.) In addition, the assistance league helps support Glenwood students with support for free eyeglasses assistance and providing new books for each student in the school. Staff, parents and students are very appreciative of their support. Adelante is providing resources for the community by providing free fresh produce for the Glenwood community twice a month. Glenwood supports this community outreach by providing information in their weekly Gator Gazette with the registration link.

Glenwood has a Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Glenwood's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC) and our English Language Advisory Council (ELAC) meetings. Parent Education classes facilitated by our Outreach Assistant, district and community are advertised to parents. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Glenwood's parent DAC, DELAC and SEDAC representatives participate in district-level meetings and report back to SSC and/or ELAC, enriching our district-site level communication.

Each Friday, all Glenwood parents are e-mailed a copy of the Glenwood Gator Gazette, the Gazette provides weekly calendar information along with announcements detailing parents support and opportunities.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EIA funds are used to provide additional support and materials in the classroom. EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds. LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

The majority of the Title 1 funds that Glenwood receives are directed for the academic specialists for the Target Time program along with supplies, technology and materials to support the learning models for the 2020-2021 school year due to the pandemic. As many families are unable to financially provide materials for the students to teachers.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and Title 1. All fiscal decisions are constructed through SSC, ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the 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 listed below that reflects the SPSA Planning Calendar for Glenwood. This calendar has been updated throughout the process.

The School Site Council (SSC) is comprised of parents/staff from the PTA, GATE, Special Education District Advisory Committee, District Advisory Committee and the English Learner District Advisory Committee. Representatives from the African American Parent Advisory Committee and the LGBTTTQ+ will be invited

6-1-21

Staff Meeting - SPSA Goals Template Discussion with Staff

6-14-21

SSC - Review of SPSA Planning Calendar

Discussion of SPSA Grade Levels goals completed by teachers (percentages for goals TBD)

8-10-21

SSC Meeting - SPSA review

8-24-21

Faculty Meeting - SPSA review (final review to be done on 9-14-21)

9-14-21
Staff Meeting - Final SPSA review

9-14-21
SSC - Final SPSA review to discuss any edits from Staff Meeting

Future SSC meetings for discussion will be on November 16, January 18, February 15, March 15, and May 17

Resource Inequities

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

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 is unable to generate the fundraising dollars to support the students that other schools in the district do. Due to a state grant, all students at Glenwood received free breakfast and lunch without the requirement of submitting financial documentation prior to Covid. This practice continues during 2021-2022 due to the pandemic. The Title 1 funding received by the school is essential to provide programs and resources for the students. The Glenwood office staff consists of an office manager and a clerk typist (attendance clerk.) Due to the needs of the majority of the parent population speaking Spanish all teacher conferences, IEP's, meetings, office visits, district communication and more must be translated into Spanish for these families. These translations, in addition, to regular duties intensify the responsibilities of the office manager and clerk-typist. To help assist the parents with their needs, Glenwood has an Outreach position to support the parents and students. For the 2021 - 2022 school year, the district increased this 3-hour position to a 5.25-hour position. This support is necessary to support the needs of parents in understanding information from the school but does require Glenwood to use Title 1 funds for additional hours as the need is so high at Glenwood. 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 half-day bilingual paraprofessionals on site. The district has increased the hours from 3 to 5.25 for the 21-22 school year which is a huge support for students. Although the district has provided 1:1 technology for schools, the primary grades students have difficulty bringing the Chromebooks back and forth. In order for families to have equity with technology in the home for students with the new Wonders curriculum and supports with software such as Seesaw for reinforcement, an additional set of Chromebooks for the primary grades TK - 1st would support students in the classroom. Glenwood anticipates that families will continue to need support with hotspots for equal access in the homes as many are unable to afford internet.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.68%	1.06%	1.7%	2	3	4
Asian	2.72%	3.17%	1.7%	8	9	4
Filipino	0.34%	0.35%	0.4%	1	1	1
Hispanic/Latino	86.05%	84.51%	89.1%	253	240	212
Pacific Islander	%	0%	%		0	
White	9.52%	9.86%	6.3%	28	28	15
Two or More Responses	0.68%	1.06%	0.8%	2	3	2
Not Reported	%	0%	%		0	
Total Enrollment				294	284	238

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	64	59	46
Grade 1	33	43	42
Grade 2	36	36	39
Grade 3	47	41	32
Grade 4	63	44	39
Grade 5	51	61	40
Total Enrollment	294	284	238

Conclusions based on this data:

1. Glenwood's Hispanic/Latino population has been consistent over the three year period reported in this graph to make up the majority of the enrollment at the school.
2. Glenwood's White population had almost a 50% drop in 20-21 over the prior two years.
3. There was a significant drop in enrollment from 19-20 to 20-21 with lower Kinder number (Glenwood didn't have a TK in 20-21) and the loss of the large bubble that left as 5th graders in the 19-20 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	184	178	151	62.6%	62.7%	63.4%
Fluent English Proficient (FEP)	26	33	30	8.8%	11.6%	12.6%
Reclassified Fluent English Proficient (RFEP)	16	13	8	8.2%	7.1%	4.5%

Conclusions based on this data:

1. The English Learner percentage between the 2019-2020 and the 2020 - 2021 increased slightly
2. The percentage of students who were Fluent English Proficient increased 1% in 200 - 2021.
3. The percentage of student who were RFEP decreased by 2.6%. (t is suspected that the reduction in direct instructional time during the adjusted instructional models contributed to this)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	44		33	43		33	43		33	97.7		100%
Grade 4	62		41	60		40	60		40	96.8		97.5%
Grade 5	53		41	51		39	51		39	96.2		95%
All	159			154			154			96.9		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2426.			27.91		21.2	20.93		36.4	27.91		9.1%	23.26		33.3
Grade 4	2455.			18.33		37.5	25.00		15%	25.00		15 %	31.67		32.5
Grade 5	2464.			5.88		25.6	17.65		12.8	43.14		35.9	33.33		25.6
All Grades	N/A	N/A	N/A	16.88			21.43			31.82			29.87		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	27.91			46.51			25.58			
Grade 4	18.33			51.67			30.00			
Grade 5	7.84			58.82			33.33			
All Grades	17.53			52.60			29.87			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	23.26			44.19			32.56		
Grade 4	18.33			51.67			30.00		
Grade 5	7.84			62.75			29.41		
All Grades	16.23			53.25			30.52		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	20.93			62.79			16.28		
Grade 4	11.67			70.00			18.33		
Grade 5	9.80			49.02			41.18		
All Grades	13.64			61.04			25.32		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	27.91			44.19			27.91		
Grade 4	13.33			55.00			31.67		
Grade 5	5.88			52.94			41.18		
All Grades	14.94			51.30			33.77		

Conclusions based on this data:

1. In the Spring of 2020, school districts were permitted to select their own end-of-the-year assessments aligned with California State Standards in Lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflect CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available reported above. The 5th grade seemed to have the most difficulty with the Language Arts Assessments.
2. The 4th grade scored a significantly higher percentage in the Standard Exceeded category than the 3rd and 4th grade.
3. The 3rd and 4th grade were above 50% in the combined categories of standard exceeded and standard met categories.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	44		33	43		33	43		33	97.7		100%
Grade 4	62		41	61		40	61		40	98.4		97.5%
Grade 5	53		41	52		40	52		40	98.1		97.5%
All	159			156			156			98.1		

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2417.			9.30		39.4	37.21		39.4	27.91		9.1%	25.58		12.1
Grade 4	2462.			13.11		60.0	24.59		12.5	36.07		12.5	26.23		15.0
Grade 5	2456.			3.85		22.5	7.69		20.0	42.31		20.0	46.15		37.5
All Grades	N/A	N/A	N/A	8.97			22.44			35.90			32.69		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	18.60			55.81			25.58			
Grade 4	21.31			40.98			37.70			
Grade 5	5.77			34.62			59.62			
All Grades	15.38			42.95			41.67			

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	20.93			55.81			23.26		
Grade 4	22.95			42.62			34.43		
Grade 5	3.85			48.08			48.08		
All Grades	16.03			48.08			35.90		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	13.95			53.49			32.56		
Grade 4	22.95			42.62			34.43		
Grade 5	0.00			50.00			50.00		
All Grades	12.82			48.08			39.10		

Conclusions based on this data:

1. In the Spring of 2020, school districts were permitted to select their own end-of-the-year assessments aligned with California State Standards in Lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflect CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available reported above. The 5th grader in math struggled on the assessments.
2. The 4th grade scored over 60% on the exceeded standard category which was significant.
3. The 3rd and 4th grade both scored over 70% in the combined Exceeded Standards and Met Standards categories.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1422.0	1438.1	1443.5	1453.3	1371.7	1402.2	35	39
Grade 1	1469.1	1448.9	1480.5	1468.3	1457.2	1428.8	28	23
Grade 2	1494.3	1470.7	1495.5	1481.3	1492.6	1459.6	26	26
Grade 3	1518.2	1488.4	1514.4	1486.6	1521.5	1489.5	38	22
Grade 4	1524.2	1534.0	1520.1	1521.3	1527.8	1546.3	31	36
Grade 5	1545.0	1553.2	1525.7	1543.3	1563.7	1562.7	25	33
All Grades							183	179

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.29	12.82	34.29	48.72	*	28.21	*	10.26	35	39
1	50.00	17.39	*	39.13	*	26.09	*	17.39	28	23
2	50.00	30.77	*	26.92	*	23.08	*	19.23	26	26
3	*	22.73	55.26	31.82	*	36.36	*	9.09	38	22
4	*	30.56	64.52	52.78	*	11.11		5.56	31	36
5	52.00	36.36	*	48.48	*	12.12		3.03	25	33
All Grades	37.70	25.14	44.26	43.02	11.48	21.79	6.56	10.06	183	179

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	23.08	*	51.28	*	20.51	*	5.13	35	39
1	71.43	26.09	*	39.13	*	30.43	*	4.35	28	23
2	69.23	46.15	*	23.08	*	11.54		19.23	26	26
3	55.26	31.82	31.58	40.91	*	18.18	*	9.09	38	22
4	58.06	52.78	*	30.56	*	8.33	*	8.33	31	36
5	68.00	51.52	*	42.42	*	3.03		3.03	25	33
All Grades	62.30	39.11	26.23	38.55	6.01	14.53	*	7.82	183	179

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	28.21	57.14	43.59	*	20.51	35	39
1	*	4.35	*	34.78	*	34.78	*	26.09	28	23
2	46.15	0.00	*	42.31	*	38.46	*	19.23	26	26
3	*	22.73	57.89	27.27	*	27.27	*	22.73	38	22
4	*	33.33	64.52	36.11	*	22.22	*	8.33	31	36
5	56.00	27.27	*	27.27	*	39.39	*	6.06	25	33
All Grades	25.14	16.76	34.97	32.40	25.68	34.64	14.21	16.20	183	179

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	65.71	25.64	*	71.79	*	2.56	35	39	
1	82.14	52.17	*	43.48		4.35	28	23	
2	73.08	34.62	*	46.15		19.23	26	26	
3	36.84	22.73	50.00	54.55	*	22.73	38	22	
4	51.61	38.89	41.94	44.44	*	16.67	31	36	
5	64.00	9.09	*	87.88	*	3.03	25	33	
All	60.66	29.61	32.79	59.78	6.56	10.61	183	179	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.43	23.08	37.14	61.54	*	15.38	35	39
1	57.14	21.74	39.29	73.91	*	4.35	28	23
2	69.23	46.15	*	34.62	*	19.23	26	26
3	73.68	45.45	*	40.91	*	13.64	38	22
4	70.97	63.89	*	30.56	*	5.56	31	36
5	72.00	84.85	*	12.12	*	3.03	25	33
All Grades	65.57	48.60	28.96	41.34	*	10.06	183	179

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.13	65.71	84.62	*	10.26	35	39
1	50.00	13.04	46.43	60.87	*	26.09	28	23
2	46.15	7.69	*	76.92	*	15.38	26	26
3	*	4.55	68.42	59.09	*	36.36	38	22
4	*	27.78	77.42	55.56	*	16.67	31	36
5	*	33.33	56.00	60.61	*	6.06	25	33
All Grades	26.23	16.20	57.92	67.04	15.85	16.76	183	179

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	35.90	34.29	30.77	48.57	33.33	35	39
1	*	4.35	60.71	65.22	*	30.43	28	23
2	*	15.38	57.69	69.23	*	15.38	26	26
3	31.58	27.27	65.79	59.09	*	13.64	38	22
4	35.48	38.89	61.29	55.56	*	5.56	31	36
5	80.00	33.33	*	60.61	*	6.06	25	33
All Grades	35.52	27.93	50.27	54.75	14.21	17.32	183	179

Conclusions based on this data:

1. (Due to the pandemic, new information was not available to review for 2019 - 2020.) This information provides historical data for review in looking at each of the domains per grade level. This data provides good information to reflect on with the English Learner Enrollment for the 2020-2021 enrollment with fall diagnostics.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
284	66.5	62.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	178	62.7
Homeless	17	6.0
Socioeconomically Disadvantaged	189	66.5
Students with Disabilities	42	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.1
Asian	9	3.2
Filipino	1	0.4
Hispanic	240	84.5
Two or More Races	3	1.1
White	28	9.9

Conclusions based on this data:





- Glenwood's Hispanic population represents the largest group for the school at 86.1% which is an increase from the prior year of 82.6% .
- A majority of the 61.8% of English Learners and 78.2% of Socioeconomically Disadvantaged are Hispanic.
- The populations of African American, American Indian, Asian and Two or More Races are all under 3.5% are not groups represented in Dashboard data.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. (Due to the pandemic, the Dashboard continues to be from the Fall of 2019. Information was reviewed. Second trimester data from 2019-2020 was reviewed along with current assessment and diagnostic data from teachers in lieu of new dashboard information. Conclusions below reflect last year.)
Students are stronger in the area of English Language Arts than they are in math.
2. Although the absenteeism rate is in the orange range, having the Social Worker on site two days a week has helped decrease some of the individual Chronic Absenteeism. After review of information some of the chronic absenteeism data is related to individual specific circumstances.
3. Suspension data reflects suspensions that are either results of significant behavioral choices or for repetitive behaviors that are continuing to disrupt classroom instruction. Efforts continue to shape significant inappropriate behaviors that could potentially result in suspensions.

School and Student Performance Data

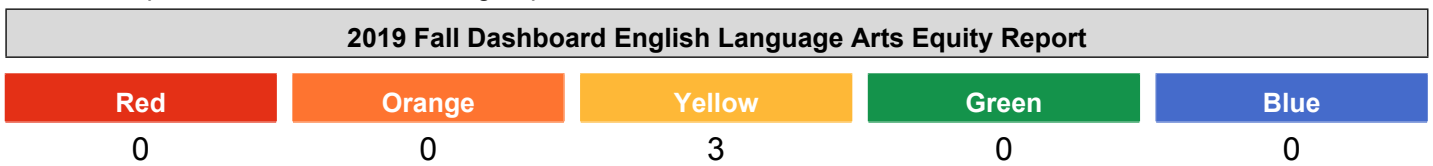
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>17 points below standard</p> <p>Increased ++9.9 points</p> <p>148</p>	<p>English Learners</p> <p>Yellow</p> <p>23.4 points below standard</p> <p>Increased ++5.1 points</p> <p>111</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.4 points below standard</p> <p>Increased ++8.4 points</p> <p>115</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>92.7 points below standard</p> <p>Increased ++13.8 points</p> <p>28</p>

2019 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	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.4 points below standard Increased ++7.2 points 129	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 35 points above standard Increased Significantly ++36.7 points 16

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.2 points below standard Increased ++7.5 points 81	35.8 points above standard Declined -6.2 points 30	4 points above standard Increased Significantly ++24.7 points 36

Conclusions based on this data:

- (Due to the pandemic, the Dashboard continues to be from the Fall of 2019. Information was reviewed. Second trimester data from 2019-2020 was reviewed along with current assessment and diagnostic data from teachers in lieu of new dashboard information. Conclusions below reflect last year.) All students and groups (English Learners and Socioeconomically Disadvantaged) increased and average of 16.8 points and are only 28.4 points away from average indicating that the students are making adequate progress in the area of Language Arts.
- Hispanic students are the largest group in the Race/Ethnicity and increased 12.2 points while the White - Race/Ethnicity subgroup increase 75.1 points and was only 1.7 points below standard.
- The English Learners increased 30.8 points and the English Only 45.4 points. Although these are significant increases the English Learner students are still a significant (52.7) points away from standard. This indicates that the state exam is still difficult for an English Learner to navigate but progress is being made. Reclassified English Learners maintained their 42 points above standard indicating that that these students are able to maintain their skills that made them eligible for reclassification.

School and Student Performance Data

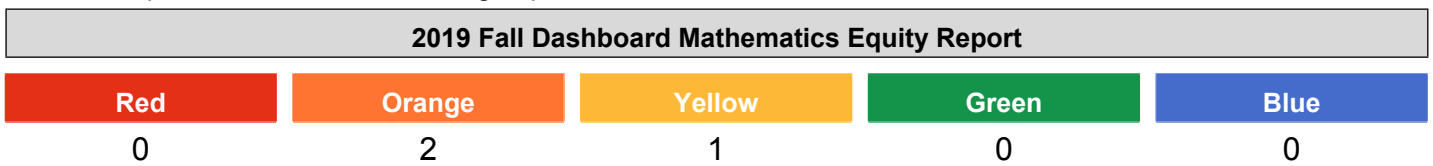
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>37.2 points below standard</p> <p>Maintained ++2.6 points</p> <p>150</p>	<p>English Learners</p> <p>Orange</p> <p>43.6 points below standard</p> <p>Maintained -0.4 points</p> <p>112</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>40.3 points below standard</p> <p>Maintained ++2.3 points</p> <p>117</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>109.4 points below standard</p> <p>Maintained ++2.7 points</p> <p>28</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.1 points below standard Increased ++3.1 points 131	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 8.8 points above standard Increased ++5.5 points 16

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.7 points below standard Declined -3.5 points 82	6 points above standard Increased ++5.4 points 30	16.6 points below standard Increased ++12.8 points 37

Conclusions based on this data:

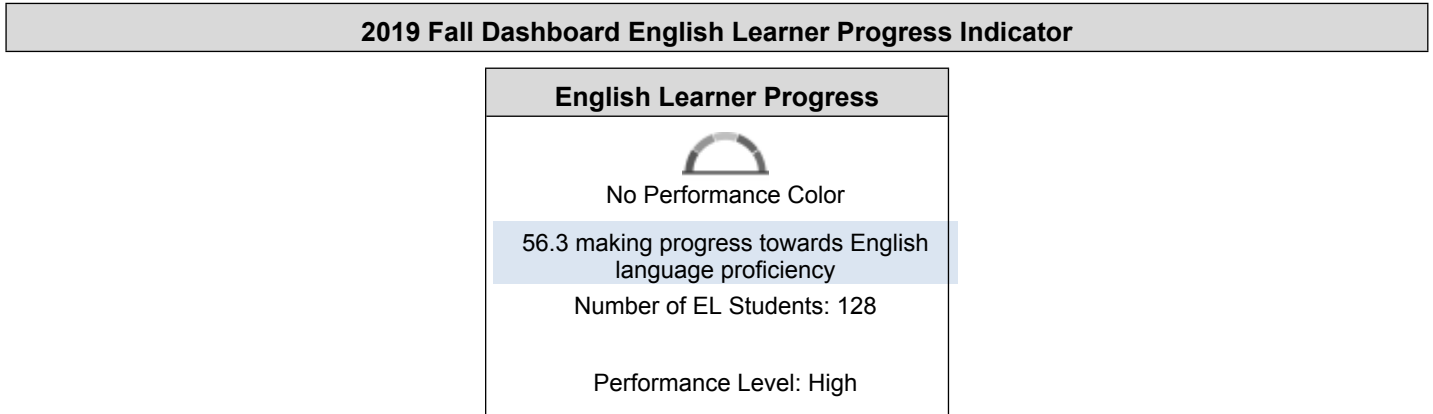
1. (Due to the pandemic, the Dashboard continues to be from the Fall of 2019. Information was reviewed. Second trimester data from 2019-2020 was reviewed along with current assessment and diagnostic data from teachers in lieu of new dashboard information. Conclusions below reflect last year.)
The Hispanic subgroup continues to be the largest subgroup in the Race/Ethnicity population at Glenwood and this group had a 10.7 decline in math. The White Race/Ethnicity population had an increase of 42.2 points and was above standard.
2. The English Learner students were able to maintain their level and only dropped 0.1 points while the English Only students increased 18.7 points. Although this is a significant increase the students still scored below standard. The Mathematics portion of the state exam is still difficult for English Learners, many of which are our Hispanic and Socioeconomically Disadvantaged students. Overall there was only 3.5 point decrease which although was a decrease was not a significant point decrease.
3. There is an association with the English Learner students and the Hispanic students counting in both the English Learner and Race/Ethnicity subgroups. The students who reclassified are demonstrating a 0.6 above the standard indicating that when English Learner students meet the criteria for Reclassification their math scores are indicating that they are able command the language in both the area of comprehension and writing that brings them slightly above standard.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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.

2019 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
21.0	22.6	11.7	44.5

Conclusions based on this data:

1. (Due to the pandemic, the Dashboard continues to be from the Fall of 2019. Information was reviewed. Second trimester data from 2019-2020 was reviewed along with current assessment and diagnostic data from teachers in lieu of new dashboard information. Conclusions below reflect last year.)
Eighty-two percent of the English Learners are scoring in the Well & Moderately Developed range.
2. Only 6.6% of the 183 students are in the beginning stages indicating the the English Learners are making progress beyond the Beginning Stages.
3. Over one-third of the English Learners are scoring in the Level 4 range.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

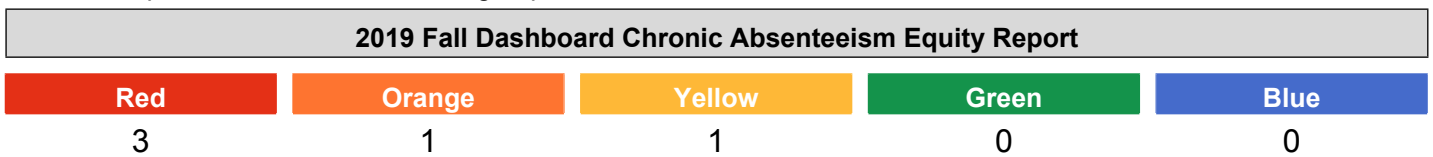
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>14.1</p> <p>Increased +2.4</p> <p>305</p>	<p>English Learners</p> <p>Red</p> <p>11.6</p> <p>Increased Significantly +4</p> <p>190</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.3</p> <p>Increased +1.9</p> <p>226</p>	<p>Students with Disabilities</p> <p>Red</p> <p>25.5</p> <p>Increased +6.8</p> <p>51</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 13.6 Increased Significantly +3.5 257	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 18.8 Declined -7.6 32

Conclusions based on this data:

- (Due to the pandemic, the Dashboard continues to be from the Fall of 2019. Information was reviewed. It is to be noted that many of the Glenwood families have been inconsistent about accessing the technology throughout virtual learning. Families are communicated with regarding attendance but numerous families have complicated schedules impacting their household due to the pandemic. Conclusions below reflect last year.) English Learners have the lowest chronically absenteeism rate of the student groups and are in the green range and had a 1.6% decline. The work that the Social Worker has done is reflected in this area.
- Students with Disabilities percentage reflects special circumstances with individual students in this area.
- The White (Race/Ethnicity) is reflective of students who are also in the students with Disabilities area with special circumstances that account for significant percentage in this group.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

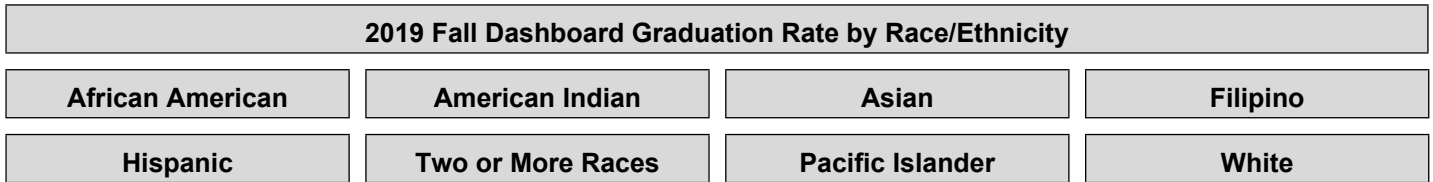
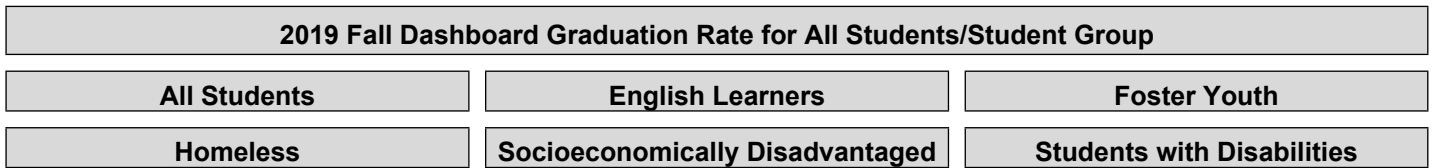
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

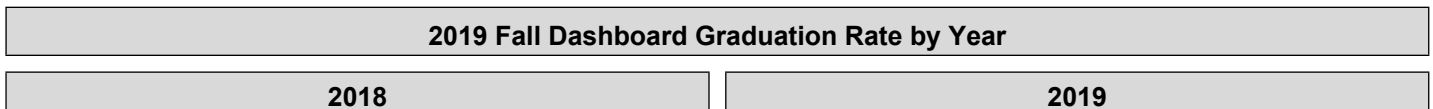
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

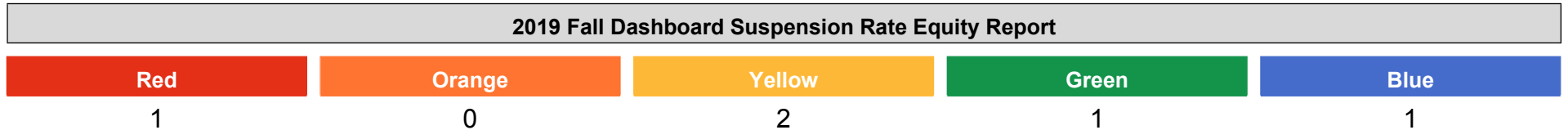
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

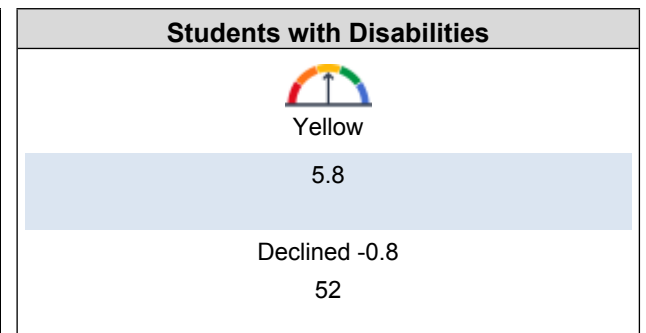
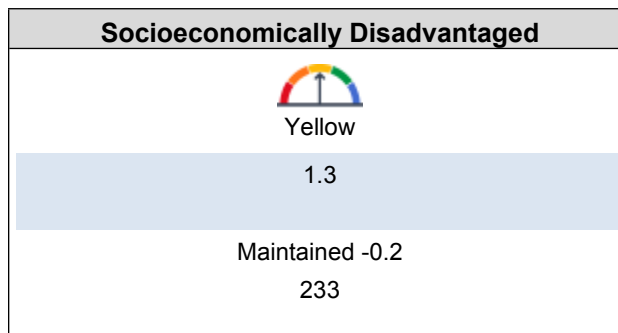
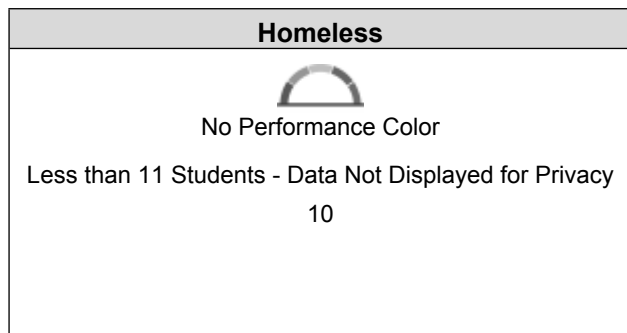
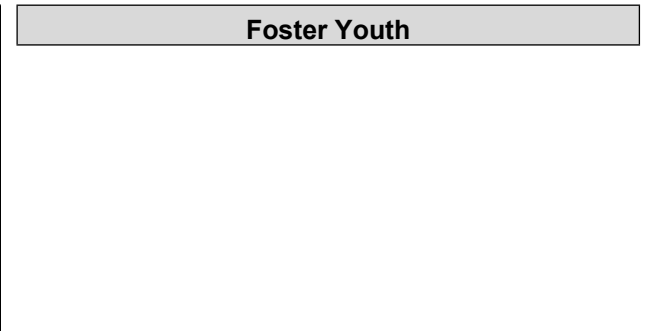
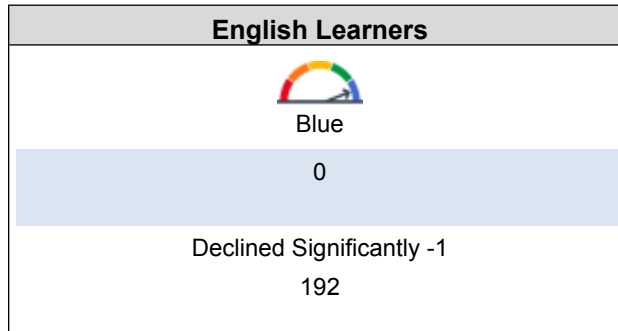
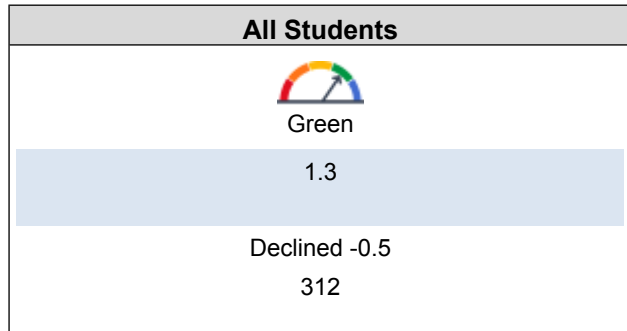


This section provides number of student groups in each color.









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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Available 3</p>	<p align="center">American Indian</p>	<p align="center">Asian</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Available 9</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Available 2</p>
<p align="center">Hispanic</p>  <p align="center">Green 0.8 Declined -0.3 263</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Available 2</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">Red 6.1 Increased +1.2 33</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	1.3

Conclusions based on this data:

- (Due to the pandemic, the Dashboard continues to be from the Fall of 2019. Information was reviewed.)
When reviewing the information for suspensions of student groups, Socioeconomically Disadvantaged and English Learner, they have maintained the suspension rates.
- Students with disabilities increased due to individual special circumstances
- English Learners maintained the desired green level on the suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 1

Language Arts - TK (21-22)

After review of the Benchmarks Assessments and data points for the TK 2021 - 2022 assessments, the TK teacher will use 2021-2022 benchmark assessments to review data on the following targeted goals with students in all subgroups scoring a Level 2 or 3 as indicated below.

Trimester 1

Fluently names all upper and lower case letters (7+ which is a 3)

Overall - 60% Special Education - 60% EL - 60% Hispanic - 60% SED - 60%

Trimester 2

Fluently names all upper and lower case letters (18+ which is a 3)

Writes letters (12+ which is a 3)

Overall - 67% Special Education -67% EL - 67% Hispanic - 67% SED - 67%

Trimester 3

Fluently names all upper and lower case letters (18+ which is a 3)

Writes letters (12+ which is a 3)

Overall - 70%

Special Education - 70%

EL - 7%

Hispanic - 70%

SED -70%

Language Arts - Kinder (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 1st Grade teachers will use 2021-2022 benchmark assessments

to review data on the following targeted goals with students in all subgroups scoring a Level 2 or 3 as indicated below.

Trimester 1

Fluently names all upper & lower case letters of the alphabet (26 which is a 3)

Reads High Frequency Words (85% which is a 3)

Overall - 80%

Special Education - 75%

EL - 75%

Hispanic - 78%

SED - 80%

Trimester 2

Fluently names all upper & lower case letters of the alphabet (48 which is a 3)

Reads High Frequency Words (85% which is a 3)

Reads One Syllable Words (4-10 which is a 3)

Writes Upper & Lower Case letters (34-52 which is a 3)

Overall - 85%

Special Education - 80%

EL - 80%

Hispanic - 83%

SED -85%

Trimester 3

Fluently names all upper & lower case letters of the alphabet (48 which is a 3)

Reads High Frequency Words (35 or more which is a 3)

Reads One Syllable Words (8-10 which is a 3)

Writes Upper & Lower Case letters (48-52 which is a 3)

Overall - 90%

Special Education - 85%

EL - 85%

Hispanic - 87%

SED - 90%

Language Arts - 1st (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 1st Grade teachers will use 2021-2022 benchmark assessments

to review data on the following targeted goals with students in all subgroups scoring a Level 2 or 3 as indicated below.

Trimester 1

Generates Sounds for Letters (28/31 which is a 3)
Reads Decodable Words (9/10 which is a 3)
Reads high-frequency words (60/100 which is a 3)
Writes in Complete Sentences (Score of 2)

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

Trimester 2

Generates Sounds for Letters (31/31 which is a 3)
Reads Decodable Words (23/25 which is a 3)
Reads high-frequency words (80/100 which is a 3)
Writes in Complete Sentences (Score of 2)
Spells 3 & 4 letter short vowel words (23/25 which is a 3)

Overall - 85% Special Education - 80% EL - 80% Hispanic - 83% SED -85%

Trimester 3

Generates Sounds for Letters (31/31 which is a 3)
Reads Decodable Words (33/35 which is a 3)
Reads high-frequency words (95/100 which is a 3)
Writes in Complete Sentences (Score of 2)
Spells 3 & 4 letter short vowel words (23/25 which is a 3)

Overall - 90% Special Education - 85% EL - 85% Hispanic - 87% SED - 90%

*

Language Arts - 2nd (21-22)
After review of data from the 2020 - 2021 Benchmark Assessments, the 2nd Grade teachers will use 2021-2022 benchmark assessments to review data on the following targeted goals with students in all subgroups scoring a Level 2 or 3 as indicated.

Trimester 1

Grade level phonics (36/40 which is a 3)
Reads grade level text accurately (95% which is a 3)

Reads grade level text fluently (70 cwpm which is a 3)
Reads high frequency words (75/100 which is a 3)

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

Trimester 2
Grade level phonics (40/45 which is a 3)
Reads grade-level text accurately (95% which is a 3)
Reads grade-level text fluently (80 cwpm which is a 3)
Reads high-frequency words (75/100 which is a 3)

Overall - 85% Special Education - 80% EL - 80% Hispanic - 83% SED -85%

Trimester 3
Grade level phonics (56/70 which is a 3)
Reads grade-level text accurately (95% which is a 3)
Reads grade-level text fluently (90 cwpm which is a 3)
Reads high-frequency words (80/100 which is a 3)

Overall - 90% Special Education - 85% EL - 85% Hispanic - 87% SED - 90%

Language Arts - 3rd (21-22)
After review of data from the 2020 - 2021 Benchmark Assessments, the 3rd Grade teachers will use 2021-2022 benchmark assessments to review data on the following targeted goals.

SRI /Trimester 1 (330 - 700)
Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

SRI /Trimester 2 (330 - 700)
Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

SRI /Trimester 3 (330 - 700)
Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

ELA Benchmark / Trimester 1

Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

ELA Benchmark / Trimester 2 (17 - 24)

Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

ELA Benchmark / Trimester 3

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

Language Arts - 4th (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 4th Grade teachers will use 2021-2022 benchmark assessments

to review data on the following targeted goals.

SRI /Trimester 1 (445 - 810)

Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

SRI /Trimester 2 (445 - 810)

Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

SRI /Trimester 3 (445 - 810)

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

ELA Benchmark / Trimester 1

Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

ELA Benchmark / Trimester 2 (14/19)

Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

ELA Benchmark / Trimester 3

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

Language Arts - 5th (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 5th Grade teachers will use 2021-2022 benchmark assessments to review data on the following targeted goals.

SRI /Trimester 1 (565 - 910)

Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

SRI /Trimester 2 (565 - 910)

Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

SRI /Trimester 3 (565 - 910)

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

ELA Benchmark / Trimester 1

Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

ELA Benchmark / Trimester 2 (17 - 24)

Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

ELA Benchmark / Trimester 3

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

Identified Need

Information from the 2020 -2021 Benchmarks, and Trimester 3 report cards were analyzed to determine the SPSA goals for the area of Language arts for the 2021-2022 school year.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

SBAC, Benchmarks, Report Cards, SRI, Achieve 3000

See information Below in the Analysis of the 2018-2019 SPSA information.

Information is detailed in Goal # 1 that is listed above.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students will be grouped for designated English Learner instruction. Information from 2021 ELPAC for returning students, 2021 Initial ELPAC and fall diagnostics/benchmarks will be used to help target instruction for English Learners.</p> <p>Teachers will use Fall Benchmarks, Trimester 1 benchmarks, and teacher assessments to determine students for the intervention programs 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)</p> <p>Academic Literacy Specialist</p>	Initial identification in September 2021 for new students.	Teachers & EL paras	Academic Specialists - Target Time		Title I	30,000
	Three to Four sessions throughout the school year starting in September.	Teachers, Target Time Specialist and Principal	Specialists		Title I	1,500
			Materials for after school intervention	4000-4999: Books And Supplies	Title I	500
			Credentialed Position	1000-1999: Certificated Personnel Salaries	District Funded	
Sept. - May	Teachers, Specialist, Principal					
On-Going	Academic Literacy Specialist					
Instructional coaches, staff and district support staff will provide staff development on the following: Achieve 3000	On-going throughout the year	Teachers, Specialists and Target Time Teachers	Print shop materials	5000-5999: Services And Other Operating Expenditures	Instruction	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Wonders Lexia Imagine Learning Supplemental instruction and intervention materials Staff Development Grade level collaboration			Intervention Support materials	4000-4999: Books And Supplies	Title I	1,000
			Staff development material costs	4000-4999: Books And Supplies	Title I	500
			Stipends for staff development prep	1000-1999: Certificated Personnel Salaries	Title I	850
			Payment for collaboration	1000-1999: Certificated Personnel Salaries	Title I	1,000
Technology to support staff and student collaboration throughout the campus for all subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged)	Technology needs will be assessed throughout the school year to support students.	Principal, Teachers, Tech Support Person and Specialists	Hardware	6000-6999: Capital Outlay	Title I	1,200
			Software	4000-4999: Books And Supplies	Title I	4,000
			Software	4000-4999: Books And Supplies	OTRM	3,492
Hardware and software to support English Language Arts instruction	Staff Development, Collaboration and Planning will be on-going throughout the year		Staff Development, Collaboration & Planning	1000-1999: Certificated Personnel Salaries	Title I	1,500
Rosetta Stone, Waterford, Brainpop, Scholastic, Lexia and Imagine Learning			Staff Development, Collaboration & Planning	1000-1999: Certificated Personnel Salaries	OTRM	2,160
Staff Development/collaboration time for teachers for technology support with virtual instruction (Ex. Canvas, Classlink)						
Materials, Supplies and Support for Classroom Supplemental materials for classroom Copier costs and Paper Printer costs Supplemental Instructional materials & Supplies for Language Arts Student Materials for classroom work	On-going	Principal, Teachers and Clerical	Copier costs and paper	None Specified	Instruction	6,500
			Printer costs	None Specified	Title I	1,000
			Instructional materials	4000-4999: Books And Supplies	Instruction	1,900
			Classroom Supplies	2000-2999: Classified Personnel Salaries	Instruction	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title 1 Clerk			Title 1 Clerk	2000-2999: Classified Personnel Salaries	Title I	15,500
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 and Socio-Economically Disadvantaged) Report cards and progress reports will be reviewed by the principal after each reporting period.	On-going	Principals and Teachers	Collaboration Time	0001-0999: Unrestricted: Locally Defined	Instruction	1,000
Family Bilingual Dictionary Project to support all families with lessons to support Vocabulary development. Daily Calendar Family Project to support Academic Vocabulary in the home with parents and students.	On-going	Teachers, Academic Literacy Specialist, Principal, Outreach	Weekly Assignments. Printing of Calendars Acknowledgment certificates	4000-4999: Books And Supplies	0860	1,000
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 and Socio-Economically Disadvantaged)	On-going	Teachers	Instruction	4000-4999: Books And Supplies	Title I	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literature additions to the library to support reading for students	On-going	IMT and office staff	Reading materials	4000-4999: Books And Supplies	OTRM	1,500
Materials support for classrooms		PTA and clerical	Classroom materials	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,600

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The 2020 - 2021 school year was difficult to implement and evaluate. Each teacher taught a remote section and an in-person section each day. Teachers in grades 3 - 5 took students from other schools in their remote section. Teachers were able to support in-person students needing to have absences due to COVID protocol by allowing the students to zoom into their remote sections.

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

Information was reviewed each trimester with the benchmark assessments. Due to unavoidable complications with family situations during Covid results were inconsistent and there were many variants that complicated data review. It was more accurate to review individual information based on the instructional model, attendance, and the support variants involved. Some of the students who were in the remote instructional model had significant amounts of parent support that made the accuracy of data not reflective of the academic level of the students. Other students were inconsistently attending remote instruction and other students had a significant amount of distractions within the home making it difficult to perform at their academic potential.

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.

For the 21-22 school year, goals have been set up by Trimester to evaluate. Changes in the document will be made with all capital letters in the adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 2

Math - TK (21-22)

After review of the Benchmarks Assessments and data points for the TK 2021 - 2022 assessments, the TK teacher will use 2021-2022 benchmark assessments to review data on the following targeted goals with students in all subgroups scoring a Level 2 or 3 as indicated below.

Trimester 1

Counts with 1:1 correspondence 5/10/20 (8+ is a 3)

Recognizes numbers to 5/10/20 (5+ is a 3)

Writes numbers up to 5/10/20 (3+ is a 3)

Overall - 60% Special Education - 60% EL - 60% Hispanic - 60% SED - 60%

Trimester 2

Counts with 1:1 correspondence 5/10/20 (13+ is a 3)

Recognizes numbers to 5/10/20 (8+ is a 3)

Writes numbers up to 5/10/20 (6+ is a 3)

Overall - 67% Special Education -67% EL - 67% Hispanic - 67% SED - 67%

Trimester 3

Counts with 1:1 correspondence 5/10/20 (18+ is a 3)
Recognizes numbers to 5/10/20 (18+ is a 3)
Writes numbers up to 5/10/20 (16+ is a 3)

Overall - 70% Special Education - 70% EL - 7% Hispanic - 70% SED -70%

Math Kinder (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 1st Grade teachers will use 2021-2022 benchmark assessments

to review data on the following targeted goals with students in all subgroups scoring a Level 2 or 3 as indicated below.

Trimester 1

Counts rote to 20 (20 which is a 3)
Counts with 1:1 correspondence to 10 (10 which is a 3)
Writes numbers to 30 (8-11 which is a 3)

Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

Trimester 2

Counts rote to 50 (50 which is a 3)
Counts with 1:1 correspondence to 20 (20 which is a 3)
Writes numbers to 30 (18-21 which is a 3)

Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

Trimester 3

Counts rote to 100 (28-30 which is a 3)
Counts with 1:1 correspondence to 30 (30 which is a 3)
Writes numbers to 30 (28-30 which is a 3)

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

Math - 1st (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 1st Grade teachers will use 2021-2022 benchmark assessments

to review data on the following targeted goals with students in all subgroups scoring a Level 2 or 3 as indicated below.

Trimester 1

- Counts, reads and writes whole numbers (70-75 which is a 3)
- Accurately Solves addition/subtraction facts (10-12 which is a 3)
- Fluently Solves addition/subtraction facts (10-12 which is a 3)

Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

Trimester 2

- Counts, reads and writes whole numbers (95-100 which is a 3)
- Accurately Solves addition/subtractions facts (10-12 which is a 3)
- Fluently Solves addition/subtraction facts (16-20 which is a 3)

Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

Trimester 3

- Accurately Solves addition/subtractions facts (10-12 which is a 3)
- Fluently Solves addition/subtraction facts (32-40 which is a 3)
- Orally counts to 120 (110-114 which is a 2)
- Writes numbers to 120 (110-114 which is a 2)
- Recognizes numbers to 120 (110-114 which is a 2)

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

Math - 2nd (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 2nd Grade teachers will use 2021-2022 benchmark assessments

to review data on the following targeted goals with students in all subgroups scoring a Level 2 or 3 as indicated.

Trimester 1

- Knows number combinations to 20 (38/42 which is a 3)
- Understands whole numbers to 1000 (21/29 which is a 3)

Overall - 75% Special Education - 70% EL - 70% Hispanic - 72% SED - 75%

Trimester 2

Knows number combinations to 20 (38/42 which is a 3)
Understands whole numbers to 1000 (18/25 which is a 3)
Adds or subtracts 3 digit numbers (8/10 which is a 3)
Solves Word Problems (5/10 which is a 2)

Overall - 78% Special Education - 72% EL - 72% Hispanic - 75% SED - 78%

Trimester 3

Knows number combinations to 20 (38/42 which is a 3)
Understands whole numbers to 1000 (12/16 which is a 3)
Adds or subtracts 3 digit numbers (8/10 which is a 3)
Solves Word Problems (5/10 which is a 2)

Overall - 80% Special Education - 75% EL - 75% Hispanic - 78% SED - 80%

**

Math -3rd (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 3rd Grade teachers will use 2021-2022 benchmark assessments to review data on the following targeted goals.

Math Benchmark / Trimester 1

Overall - 73% Special Education - 70% EL - 70% Hispanic - 72% SED - 73%

Math Benchmark / Trimester 2 (17/24)

Overall - 77% Special Education - 75% EL - 75% Hispanic - 76% SED - 77%

Math Benchmark / Trimester 3

Overall - 83% Special Education - 80% EL - 80% Hispanic - 82% SED - 83%

*

Math - 4th (21-22)

After review of data from the 2020 - 2021 Benchmark Assessments, the 4th Grade teachers will use 2021-2022 benchmark assessments to review data on the following targeted goals.

Math Benchmark / Trimester 1				
Overall - 73%	Special Education - 70%	EL - 70%	Hispanic - 72%	SED - 73%
Math Benchmark / Trimester 2 (13/18)				
Overall - 77%	Special Education - 75%	EL - 75%	Hispanic - 76%	SED - 77%
Math Benchmark / Trimester 3				
Overall - 72.5%	Special Education - 80%	EL - 80%	Hispanic - 82%	SED - 83%

*
 Math - 5th (21-22)
 After review of data from the 2020 - 2021 Benchmark Assessments, the 5th Grade teachers will use 2021-2022 benchmark assessments to review data on the following targeted goals.

Math Benchmark / Trimester 1				
Overall - 73%	Special Education - 70%	EL - 70%	Hispanic - 72%	SED - 73%
Math Benchmark / Trimester 2 (17/24)				
Overall - 77%	Special Education - 75%	EL - 75%	Hispanic - 76%	SED - 77%
Math Benchmark / Trimester 3				
Overall - 83%	Special Education - 80%	EL - 80%	Hispanic - 82%	SED - 83%

Identified Need

Information from the 2020 - 2021 Benchmarks, and Trimester 3 report cards were analyzed to determine the SPSA goals for the area of Mathematics for the 2021-2022 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC, Benchmarks, Report Cards	See the information below in the Analysis of the 2018-2019 SPSA information.	Information is detailed in Goal # 2 that is provided above.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instruction and intervention materials to support math instruction for all students and subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged) Academic Literacy Specialist	On-going On-going	Teachers, Principal, Academic Literacy Specialist	Instruction and intervention materials Credentialed Teacher	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I District Funded	2,000
Teachers will be supported with additional training/collaboration time as needed to support mathematical concepts for students.	On-going	Specialists, Teachers & Principal	Print shop	5000-5999: Services And Other Operating Expenditures	Instruction	1,000
Material and support for after school intervention for Mathematics for all subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged)	On-Going	Specialists, Teachers & Principal	Instruction & Intervention support materials	4000-4999: Books And Supplies	Instruction	1,000
Staff development as needed for math support	On-going	Specialists, Teachers & Principal	Staff development materials cost	4000-4999: Books And Supplies	Title I	500
Stipends for after school math support		Specialists, Teachers & Principal	Stipends for staff development prep	1000-1999: Certificated Personnel Salaries	Title I	500
		Specialists, Teachers & Principal	Stipends for after school math	1000-1999: Certificated Personnel Salaries	Title I	2,000
Technology to support staff and student collaboration throughout the campus for all students and subgroups (Students with Disabilities, English Learners and Socio-	Technology needs will be reviewed during the year for support in math	Principal, Teachers, and Tech Support	Hardware	6000-6999: Capital Outlay	Title I	2,200
			Software	4000-4999: Books And Supplies	Title I	3,750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Economically Disadvantaged) Software and hardware to support math instruction and intervention both in-person and remote with math Staff Development, collaboration times for teachers for technology support (Ex.- Canvas, Classlin, Go Math and IXL)	Staff Development, Collaboration and Planning will be on-going throughout the year		Hardware	6000-6999: Capital Outlay	OTRM	3,500
			Staff development collaboration & Planning	1000-1999: Certificated Personnel Salaries	Title I	1,200
			Staff development collaboration & Planning	1000-1999: Certificated Personnel Salaries	Title I	2,000
			Technology upgrades	6000-6999: Capital Outlay	OTRM	1,500
Materials, Supplies and Support for Classroom Supplemental materials for classroom Copier costs and paper Printer costs Supplemental instructional materials & classroom supplies Title 1 Clerk	On-going	Principal, Teachers, Clerical	Copier costs and paper	4000-4999: Books And Supplies	Instruction	6,901
			Printer costs	4000-4999: Books And Supplies	Title I	1,500
			Instructional Materials	4000-4999: Books And Supplies	OTRM	2,805
			Classroom Supplies	4000-4999: Books And Supplies	Title I	1,970
			Title 1 Clerk	2000-2999: Classified Personnel Salaries	Title I	15,500
Dance, Music and Art Specialists will work on activities involving counting, patterns, rhythms, sequencing, measuring and estimation for all subgroups (Students with Disabilities, English Learners and Socio-Economically Disadvantaged)	September 21 - May 22	Teachers, Principals, Specialists	Instructional materials for specialists	4000-4999: Books And Supplies	Instruction	1,110
			Salary for Specialist - Music		Title I	11,000
			Salary for Specialist - Art		Other	11,000
			Salary for Dance/Movement Specialist		Title I	21,000
			Salary for Target Time Specialists		Title I	30,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Target Time (Intervention & Instruction)						
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) Principal will review progress reports and report card data for math	On-going	Principal and teacher	Collaboration	1000-1999: Certificated Personnel Salaries	Instruction	2,000

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The 2020 - 2021 school year was difficult to implement and evaluate. Each teacher taught a remote section and an in-person section each day. Teachers in grades 3 - 5 took students from other schools in their remote section. Teachers were able to support in-person students needing to have absences due to COVID protocol by allowing the students to zoom into their remote sections.

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

Information was reviewed each trimester with the benchmark assessments. Due to unavoidable complications with family situations during Covid results were inconsistent and there were many variants that complicated data review. It was more accurate to review individual information based on the instructional model, attendance, and the support variants involved. Some of the students who were in the remote instructional model had significant amounts of parent support that made the accuracy of data not reflective of the academic level of the students. Other students were inconsistently attending remote instruction and other students had a significant amount of distractions within the home making it difficult to perform at their academic potential.

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.

For the 21-22 school year, goals have been set up by Trimester to evaluate. Changes in the document will be made with all capital letters in the adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

Goal 3

English Learner student goals in grades Kinder - 5th have been identified by grade-level in the academic areas of Language Arts and math are reflected in the Language Arts and Math goals section of this document.

Due to the pandemic, and the two instructional models during the 20-21 school year, it is noted that data has varied based on factors beyond the control of the teachers and data has been inconsistent. ELPAC information from Spring of 2021 and Initial ELPAC in the fall of 2021 has been reviewed to formulate the goals.

Kindergarten English Learner students will demonstrate an average of a 60 - 65 point gain from their fall 2021 ELPAC scores.

1st grade English Learner students will demonstrate an average 30 - 40 point gain from their 2021 Spring Scores as Kindergarten students.

2nd grade English Learner students will demonstrate an average 30 - 40point gain from their 2021 Spring Scores as 1st-grade students.

3rd grade English Learner students will demonstrate an average 20 - 30 point gain from their 2021 Spring Scores as 2nd-grade students.

4th grade English Learner students will demonstrate an average 16 - 20 point gain from their 2021 Spring Scores as 3rd-grade students.

5th grade English Learner students will demonstrate an average 16 - 20 point gain from their 2021 Spring Scores as 4th-grade students.

Parent English Learner Needs Assessment will reflect the following data on the 2021-2022 Needs Assessment

" I understand CVUSD's components of the reclassification criteria" will score at 35% or more.

"I understand the purpose of our English Learner Advisory Committee (ELAC.)" - will score at 30% or more.

The number of EL parent responses will score at 60% or more.

EL paras will support more students over the course of the day

Increased Outreach support

Identified Need

Glenwood English Learners will continue to demonstrate progress on their ELPAC scores. Focus is on Score Growth vs Level Growth

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Spring and Fall 2021 ELPAC scores

See information detailed above.

See information detailed above.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
LAT Ellevation meetings will be held for students who meet; Reclassification criteria or have been identified as At-Risk by the district	Designated times given by district for reclassification.	Principal, ELD facilitators, bilingual paras, classroom teachers,	Teacher release time and/or collaboration time Instruction	1000-1999: Certificated Personnel Salaries	0860	500
Teachers provide English Learners lessons for Designated EL instruction during the direct	On-going	General Education	monthly meetings	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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 Imagine Learning and Smarty Ants software programs.</p>	<p>On-going</p> <p>Ongoing</p>	<p>Teachers</p> <p>EL Teacher Advisor & Bilingual Facilitator</p> <p>Intervention Specialists</p>	<p>Intervention</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p> <p>0860</p>	<p>3,500</p>
<p>Student and parent community support - Translation supports ELAC parents meetings Back to School night Parent Conferences Teacher Request PTA Meetings Open House</p> <p>Family Support of Outreach for Spanish speaking families (hours increased from 3 hours to 5.25 hours per day)</p> <p>Additional hours for translation from Outreach position</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>EL paras, EL facilitator, Outreach, Bilingual clerical</p> <p>Outreach</p> <p>Outreach</p>	<p>Translators</p> <p>Outreach</p> <p>Outreach</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>0860</p> <p>District Funded</p> <p>0860</p>	<p>1,500</p> <p>3,430</p>
<p>EL Paraprofessional Support during In-Person and/or Remote models (hours increased from 3 hours to 5.25 hours per day)</p>	<p>Ongoing</p> <p>October</p>	<p>EL Para Professionals</p> <p>Teachers,</p>	<p>EL paras</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>District Funded</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Dictionary Project		Principal, Academic Literacy Specialist, Families	Materials and support	4000-4999: Books And Supplies	0860	1,500

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to the high enrollment of English Learners at Glenwood, teachers target English Learner skills across curriculum areas daily in addition to the designated English Learner time.

Briefly 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.

The English Learner goals this year were developed with a variety of informational sources along with the most recent ELPAC score from Spring of 2021. It should be noted that students were tested under unusual circumstances and schedules during the Spring of 2021. Glenwood also acknowledges that the Spring 2020 ELPAC was canceled due to the pandemic. Changes in the document will be made with all capital letters in the adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student & Family Support and Engagement

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 4

Due to the pandemic, the 2019 - 2020 LCAP Parent Survey was not done during the Spring of 2020 and 2020 - 2021 was not a typical school year that would indicate specifics for the SPSA for the 2021 - 2022 school year.

A review of the data in the 2018-2019 LCAP Parent Survey helped support the goals for the 2021 - 2022 LCAP Parent Survey.

In addition to the LCAP Parent Survey, the staff reviewed programs for student support, recognition along with diversity, equity and inclusion.

The LCAP Parent Survey in the Spring of 2022 will reflect the following percentages of Strongly Agrees & Agrees for the following areas;

Students prevent bullying from 85%

Students in my child's school respect each other's differences from 90%.

The school has a system for rewarding, improving attendance from 50%.

The 2021-2022LCAP Parent Survey will reflect the following increase in the percentage of Strongly Agrees;

I feel comfortable sharing my thoughts and ideas at this school from 35%.

The 2021-2021 LCAP Parent Survey will reflect 60% of parents responding to the survey.

In addition to the LCAP Parent Survey goals, Glenwood will increase participation in all parent meetings for PTA Association, ELAC, and Title 1 to reflect the following;

- Maintain PTA membership from the 2020 - 2021 school year.
- Maintain participation in ELAC meeting attendance by having 17 parents on average attend the five meetings during the year.
- Maintain participation in PTA association meeting attendance by having 15 parents on average attend the PTA Association meetings.
- Send the "parent-student-teacher" compact to families in the fall and then again in the new year as a reminder.
- Discuss and approve at the fall Title 1 meeting the Parent Involvement Policy
- 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 the technology being used; ClassLink, Canvas, Seesaw, Google, etc.)

(Outreach position will keep a calendar of virtual and in-person classes taught to provides students and parents with technology support in addition to school information and community resources.)

Bilingual Counselor and Social Worker supporting students and families.

The 2021 - 2022 data will reflect that Glenwood will offer all students and/or families, including the subgroups of English Learner, Special Education (Learning Center and Special Day Classes), Hispanic and Socially Economically Disadvantaged the following opportunities during the pandemic;

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

Virtual Student Success Awards / documented on the principal's calendar

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

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

Free Breakfast and Lunch for all Students / Child and Nutrition department verification

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 - JC Penncy Store Shopping Night/meeting with Assistance league and voucher information documentation

Individual class supplies for students to support safety measures during the pandemic of having individual supplies / Escape orders

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

Mailing Report Cards/trimester mailing schedule when needed

Culmination Celebration - 5th grade / Culmination planning document

Additional pandemic supplies, soap, mask availability support, paper towels, etc. to support student safety during the pandemic so that the focus is on instruction at all times possible. / Escape order

Distribution of information from community Adelante group providing free produce to families - twice a month. / e-mail notifications from school
 Website coordinator/update information on the website
 After School State Grant Program (STAR) free to families by application/enrollment data will be used to determine the success of the program
 Registration for Virtual Field Trips through TOArts (ex. Nutcracker) / links provided to teachers in addition to all families when allowed

Identified Need

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

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 2020-2021 school year. Parent LCAP information is listed above with specific areas that are targeted	See information posted above.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Success Award supplies	On-going	Teachers and Principals	Award supplies	4000-4999: Books And Supplies	OTRM	450
Virtual Honor Roll			Honor Roll Materials	4000-4999: Books And Supplies	Title I	500
Individual Classroom & Recess Supplies		4th & 5th grade Teachers and Principal	Classroom & Recess Supplies	4000-4999: Books And Supplies	OTRM	3,000
Stand Proud & Culmination / 5th grade			Teachers and Principal			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Inclusive Schools Week & Heritage months SEL Supports Report Card Distribution Virtual Field Trips		5th grade Teachers & Principal	Stand Proud & Culmination Supplies	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250
		Teachers, Counselors and Principal	Weekly & Monthly promotions	4000-4999: Books And Supplies	OTRM	2,000
		Principal and Teachers	SEL Supplemental Materials	2000-2999: Classified Personnel Salaries	OTRM	2,000
			Additional clerical time	2000-2999: Classified Personnel Salaries	Title I	500
		Principal and clerical	stamps and mailing materials	4000-4999: Books And Supplies	Other	450
			CSA support	2000-2999: Classified Personnel Salaries	OTRM	1,000
		Additional pandemic Supplies to support Health Practices Additional health clerk hours to support needs of SED with glasses and various immunization support Students are provided with free breakfast and lunch and do not have to have income verified. Curbside pickup is available daily for remote students. om from cooling bags provided by child nutrition. After School free state-funded program - STAR Additional CSA hours to support student transitions back to school and zoning areas before and after school and during recess and	August 2021 - June 2022	Custodian, Principal, Teachers	Cleaning Supplies and PPE	4000-4999: Books And Supplies
October 2021 - June 2022	Health Clerk		Additional hours - health clerk	2000-2999: Classified Personnel Salaries	Instruction	2,100
On-going	Child Nutrition		Portable coolers for classroom	None Specified	District Funded	
On-going	STAR staff		custodial supplies	4000-4999: Books And Supplies	Instruction	1,200
			CSA hours	1000-1999: Certificated Personnel Salaries	OTRM	8,000
On-going	CSA					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
lunches						
Gator Gazette will be sent out weekly in both English & Spanish by e-mail	On-going	Principal, Clerical Staff,	Gazette translation	2000-2999: Classified Personnel Salaries	0860	125
Parent Attendance for ELAC & PTA meetings	On-going	Principal, Teachers, Parent Reps.	Promotion of meetings, translators	2000-2999: Classified Personnel Salaries	0860	125
Electronic Marquee	On-going		Principal	Marquee and announcements		
Outreach Programs to support parents and students in numerous areas; technology, attendance, community resources	On-going	Outreach	Outreach hours	2000-2999: Classified Personnel Salaries	Instruction	4,000
Website coordinator	On-going	Website Coordinator	Website Coordinator stipend	2000-2999: Classified Personnel Salaries	OTRM	1,200
Yearbook Coordinator	On-going	Yearbook Coordinator	Yearbook Coordinator stipend	2000-2999: Classified Personnel Salaries	OTRM	8,000
Student Council sponsor	On-going	Student Council Sponsor	Student Council Sponsor	1000-1999: Certificated Personnel Salaries	OTRM	800
Bilingual Counselor - support for families, students and staff		Bilingual Counselor	Counselor	1000-1999: Certificated Personnel Salaries	District Funded	0
Bilingual Social Worker for Title 1 School - support for Title 1 families, students and staff		Bilingual Title 1 Social Worker	Social Worker	1000-1999: Certificated Personnel Salaries	District Funded	0
			Promotion of programs	4000-4999: Books And Supplies		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>PTA Membership Drive</p> <p>Advertise ELAC & PTA meetings with direct communication to families through social media and direct e-mails</p> <p>Parent English classes</p> <p>Before/After School Enrichment classes</p> <p>Weekly homework folders and/or teacher newsletters for weekly communication to families</p> <p>Parent and staff representatives for English Learner Advisory Committee, District Advisory Committee, Gifted and Talented Advisory Committee, Special Education Advisory Committee</p>	September - October 2021	Principal, PTA, Campus Safety Assistants	PR regarding Membership	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)		
	Ongoing	Principal, PTA and Outreach	Advertisement	4000-4999: Books And Supplies		0860	150
	Ongoing	Principal and Outreach	Enrichment materials	4000-4999: Books And Supplies		0860	250
	October 2021 - May 2022	Teachers and Specialists	Salaries for Enrichment classes	1000-1999: Certificated Personnel Salaries		Title I	1,891
	Ongoing	Teachers	Materials	4000-4999: Books And Supplies		Title I	500
	Ongoing	Teachers	Teacher Stipends	1000-1999: Certificated Personnel Salaries		District Funded	
	Ongoing	Parents and Staff Reps.					
<p>Daily SEL Focus</p> <p>Teachers will implement a minimum of 10 mins a day on 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>	On-going	Teachers and Counselor	SEL lessons	1000-1999: Certificated Personnel Salaries	District Funded		
	On-going	Teachers and Counselor	Devices	4000-4999: Books And Supplies	District Funded		
	On-going	District, Site Tech, Principal and Teachers	Training	1000-1999: Certificated Personnel Salaries	Title I	500	
	On-going	District, Site Tech, Principal and Teachers	Device Replacements	4000-4999: Books And Supplies	Title I	1,600	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goals detail support for teachers, students and families during the 2021-2022 school year.

Briefly 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.

Goals may be rewritten during the year depending on the instructional models and or changes that might happen during the year with the pandemic. Changes in the document will be made with all capital letters in the adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting Students with Learning Loss /Academic Literacy Intervention

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 5

The principal and Academic Literacy Coach will design, implement and review Learning Loss support classes during the year.

Sixty-five percent of the students identified for additional support with the Academic Literacy coach will achieve the English Language Arts target goals by trimester.

Identified Need

After reviewing data from Spring of 2021 it is noted that some students are in need of more support in a small group setting for their academics. In addition, all students will be supported through SEL lessons provided weekly to help with the additional stress they may be experiencing during the pandemic.

Annual Measurable Outcomes

Metric/Indicator

Attendance Information, Intervention data reports

Baseline/Actual Outcome

Program structure is new for the 2020-2021 school year so there isn't a prior baseline.

Expected Outcome

Additional academic intervention will be a support for students that translate to their academic classwork.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Academic Literacy Specialist will support students in small groups throughout the year to build academic literacy skills. Students who are Hispanic, English Learners and Socially Economically Disadvantaged will be targeted for the small group instruction. Materials for Academic Literacy Support	On-going	Principal & Academic Literacy Specialist	Certificated Teacher Materials for Academic Support	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded Title I	 500

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to the pandemic that has impacted the Glenwood students in a variety of ways, the GW students needing additional academic support require the additional academic support in a small group setting with a specialist.

Briefly 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.

Changes in the document will be made with all capital letters in the adjustments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$253,367.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$161,161.00

Subtotal of additional federal funds included for this school: \$161,161.00

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

State or Local Programs	Allocation (\$)
0860	\$12,080.00
OTRM	\$33,415.00
District Funded	\$0.00
Instruction	\$33,411.00
Other	\$11,450.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$1,850.00

Subtotal of state or local funds included for this school: \$92,206.00

Total of federal, state, and/or local funds for this school: \$253,367.00

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
None Specified		
0860	12,080	0.00
OTRM	33,415	0.00
Title I	161,161	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,850	0.00
Instruction	33,411	0.00

Expenditures by Funding Source

Funding Source	Amount
0860	12,080.00
OTRM	33,415.00
District Funded	0.00
Instruction	33,411.00
Other	11,450.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,850.00
Title I	161,161.00

Expenditures by Budget Reference

Budget Reference	Amount
	52,000.00
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	28,401.00
2000-2999: Classified Personnel Salaries	49,988.00
4000-4999: Books And Supplies	51,578.00

5000-5999: Services And Other Operating Expenditures	2,000.00
6000-6999: Capital Outlay	8,400.00
None Specified	7,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0860	4,000.00
2000-2999: Classified Personnel Salaries	0860	5,180.00
4000-4999: Books And Supplies	0860	2,900.00
1000-1999: Certificated Personnel Salaries	OTRM	10,960.00
2000-2999: Classified Personnel Salaries	OTRM	4,208.00
4000-4999: Books And Supplies	OTRM	13,247.00
6000-6999: Capital Outlay	OTRM	5,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	Instruction	1,000.00
1000-1999: Certificated Personnel Salaries	Instruction	2,000.00
2000-2999: Classified Personnel Salaries	Instruction	9,100.00
4000-4999: Books And Supplies	Instruction	12,811.00
5000-5999: Services And Other Operating Expenditures	Instruction	2,000.00
None Specified	Instruction	6,500.00
	Other	11,000.00
4000-4999: Books And Supplies	Other	450.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,850.00
	Title I	52,500.00
	Title I	41,000.00
1000-1999: Certificated Personnel Salaries	Title I	11,441.00

2000-2999: Classified Personnel Salaries	Title I	31,500.00
4000-4999: Books And Supplies	Title I	20,320.00
6000-6999: Capital Outlay	Title I	3,400.00
None Specified	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,202.00
Goal 2	125,936.00
Goal 3	10,430.00
Goal 4	33,299.00
Goal 5	500.00

School Site Council Membership

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

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

Name of Members	Role
Vivian Vina	Principal
RJ Maloney	Classroom Teacher
Elsa Casillas	Other School Staff
Muriel Miller	Classroom Teacher
Jessica Kane	Parent or Community Member
Carmen Escalante	Parent or Community Member
Jessica Kane	
Elsa Cassillas	

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







Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	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
	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 12-7-20.

Attested:

	Principal, Vivian Vina-Hunt on 12-14-21
	SSC Chairperson, RJ Maloney on 12-14-21

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019