

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1688
Introduction Date	8/24/88
Enactment Number	22-1460
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Glenview Elementary School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Glenview Elementary School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Glenview Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Glenview Elementary School  
**CDS Code:** 1612596001853  
**Principal:** Rachel Quinn  
**Date of this revision:** 4/15/20

**Board Office Use: Legislative File Info.**  
**File ID Number:** 22-1688  
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

**Contact:** Rachel Quinn

**Position:** Principal

**Address:** 4215 La Cresta Avenue  
Oakland, CA 94602

**Telephone:** 510-531-6677

**Email:** rachel.quinn@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/15/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

**2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCE**

**School Site:** Glenview Elementary School **Site Number:** 119

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Title I Schoolwide Program                | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant                |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program          | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |  |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** \_\_\_\_\_

6. The public was alerted about the meeting(s) through one of the following:

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

**Signatures:**

Rachel Quinn <i>Principal</i>	<i>Rachel Quinn</i> Signature	4.15.22 Date
Daniel Ettlinger <i>SSC Chairperson</i>	<i>Daniel Ettlinger</i> Signature	4.15.22 Date
Leroy Gaines <i>Network Superintendent</i>	<i>Leroy Gaines</i> Signature	4.26.22 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	_____ Signature	4.26.22 Date

**2022-23 SPSA ENGAGEMENT TIMELINE**

**School Site:** Glenview Elementary School

**Site Number:** 119

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1.13.22	SSC meeting	
1.5.22	PTA Executive Board	
1.10.22	Glenview Staff Meeting	
4/14/2022	SSC meeting	

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2022-2023 BUDGET SUMMARY

### 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	\$270,273.77

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$27,660.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$111,470.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$270,273.77</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$270,273.77</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Glenview Elementary School

**School ID:** 119

**School Description**

Glenview Elementary prides itself on being one of the most diverse schools in Oakland. Our mission is to provide children with educational opportunities that meet them where they are, enable them to make academic gains at or above their grade level, and develop into healthy adolescents. Students will become creative and critical thinkers who are caring participants in their local community and compassionate global citizens.

**School Mission and Vision**

At Glenview Elementary School, our mission is to provide children with educational opportunities that meet them at their point of need, enable them to make academic gains at or above their grade level, and develop students into healthy adolescents.

**1B: STUDENT GOALS & TARGETS**

**LCAP Goal 1: All students graduate college, career, and community ready.**

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	83%	<i>not available until Fall 2022</i>	93%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	74%	<i>not available until Fall 2022</i>	84%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	70%	<i>not available until Fall 2022</i>	80%

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	18.2	n/a	<i>not available until Fall 2022</i>	33.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	51%	<i>not available until Fall 2022</i>	61%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-9.9	n/a	<i>not available until Fall 2022</i>	25
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	40%
CAST (Science) at or above Standard	All Students	51%	n/a	<i>not available until Fall 2022</i>	51%

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-100.5	n/a	<i>not available until Fall 2022</i>	-50.5
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-59.3	n/a	<i>not available until Fall 2022</i>	-34.3
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	31%	<i>not available until Fall 2022</i>	41%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-95.7	n/a	<i>not available until Fall 2022</i>	-70.7
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-90.8	n/a	<i>not available until Fall 2022</i>	-60.8

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0%	10%	<i>not available until Fall 2022</i>	15%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	N/A

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**



Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	73%	89%	<i>not available until Fall 2022</i>	95%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	5%	6%	<i>not available until Fall 2022</i>	10%
Chronic Absenteeism	African American Students	9%	19%	<i>not available until Fall 2022</i>	30%

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	*K-2 have foundational literacy skills (82.6% ---70%) *3rd-5th ELA DF3 18.2	*GLP time to plan and look at assessment data, *COST and RTI protocol with Reading Intervention program, *PD on improving literacy instruction
<i>LCAP Goal 2: Focal Student Supports</i>	At the end of last year, despite distance learning for a full year, 31% of our students with IEPs scored at or above in iReady Reading assessment.	*All students below grade level in reading in an intervention program, either pull-out or teacher led in class

<i>LCAP Goal 3: Student/Family Supports</i>	*CHKS survey shows 89.1% 5th gr connected to school	*High implementation of SEL curriculum and PBIS program, *GLP and PLC time for teachers, *Mental Health supports, *High functioning COST team
<i>LCAP Goal 4: Staff Supports</i>	2020-21 100% teaching staff returned	*PLC and GLP structures and dedicated time, *TSA coaching and support. *PBIS and healthy school climate
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College/Career Readiness</i>	*SBAC Math DF3 -9.9, Drop in literacy scores between K-2 and 3-5, *local assessment data not predictive of SBAC scores	*Local math assessments not aligned to SBAC math assessments, *Lack of expertise in teaching math, *PD dedicated to new ELA curriculum
<i>LCAP Goal 2: Focal Student Supports</i>	* SBAC Math for AA students -90.8, *SBAC Math for SPED -95.7	* Chronic absenteeism much higher for African American students (40.4% as of Jan 2022), *No intervention program for math, implicit bias and lack of urgency
<i>LCAP Goal 3: Student/Family Supports</i>	chronic absenteeism spike (21.6% as of Jan 2022), * Chronic absenteeism much higher for African American students (40.4% as of Jan 2022)	*COVID related absences and turnover in attendance staff, chronic absenteeism spike, *staff primarily focused on tracking COVID symptoms and status and managing testing
<i>LCAP Goal 4: Staff Supports</i>	(Unquantified) General feeling of burnout and exhaustion	*Lack of substitutes leading to missed preparation time and to inability to take needed time off from school *fear and chronic stress of schooling in a pandemic , *student absenteeism interfere with continuity of instruction

#### 1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

#### 1E: RESOURCE INEQUITIES

Access to direct services of counseling

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Glenview Elementary School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

\*The addition of staff through ESSER funds has allowed us to have a .6 TSA to run our reading intervention program and train academic mentors. \*We were able to use PTA funds to provide essential counseling to students through our counseling interns, \*Due to COVID limitations we have not had schoolwide in-person family events, but we did have in-person (by choice) Parent-teacher conferences, \*We have a schedule that should allow for teachers to have release time twice a week for PLCs and GLPs--however, due to the shortage of substitutes, these times are frequently missed since we need to cover classrooms, \*Our PD time is dedicated to unpacking the new ELA curriculum, \*Daily SEL time through classroom meetings, and weekly recognition at school-wide assembly contribute to an inclusive culture where students are able to peacefully attend school.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

\*We currently serve 40 students in our Reading Intervention program; student assessment data is tracked and shared with classroom teacher by reading intervention staff, \*We currently serve over 20 students through small group or 1:1 counseling, \*100% of our families were scheduled for fall conferences which helps build relationships with families and let them know how their children are in relation to the standards, \*Teachers collaborate on planning lessons, reflect on their practice, and support each other with a new ELA curriculum roll out, \*We have a strong, happy, school culture.

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

\*Our biggest challenge this year is attendance. Because of all the COVID precautions, and COVID cases, our chronic absenteeism rate is huge. \*We have needed flexibility with our PD cycles to address lack of substitutes and other things impacting our community

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Not applicable; this school did not receive Title I funds in 2021-22.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Glenview Elementary School

**School ID:** 119

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING**

**School Priority:** SEL, attendance, suspension, connectedness, PBIS (focus on PBIS most) COST

**School Theory of Change:**

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

**Related Goal:** Students and families are welcomed, safe, healthy, and engaged.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	All teachers implement explicit SEL curriculum (Toolbox)	Principal will engage in regular observation and feedback	Students and staff use Toolbox language, decrease in URFs		Tier 1
1-2	All teachers teach explicit PBIS lessons for classrooms and common spaces	Principal will engage in regular observation and feedback	PBIS posters displayed in common spaces, PD time dedicated to planning PBIS lessons		Tier 1
1-3	All classes have classroom meetings for community building	Principal will engage in regular observation and feedback	Daily schedules posted		Tier 1
1-4	Teachers use the COST process after trying Tier 1 interventions	Weekly COST meetings	Calendar, agendas, OUSD Force COST tracker		Tier 1-3
1-5	Teachers refer students to mental health resources through COST referral system	Mental Health Interns work with students	Calendars, COST notes		Tier 2
1-6	Teacher refer student to COST	Release time to support Check in-Check Out	COST notes		Tier 2

1-7	Teachers fill out Universal Screener 2 times a year.	Implement Universal Screener	Calendar, survey results		Tier 1
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**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>	Mathematics
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, IABs, SBAC.
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will implement district adopted math curriculum	Observation and feedback	Students scoring at benchmark in district-wide assessments will increase		Tier 1
2-2	Teachers will use weekly common formative assessments	Observation and feedback	Students scoring at benchmark in district-wide assessments will increase		Tier 1
2-3	Blended learning platforms (iRead)( will be used to target missing skills	Provide Professional Development	Platform usage reports		Tier 1
2-4	Teachers will backwards plan using new curriculum and pacing guide	Provide grade level collaboration time	Lesson plans		

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority:</b>	Literacy
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<b>School Theory of Change:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction, and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc.) and if teachers receive consistent coaching support and feedback, then there will be an increase in the number of proficient students on ELA formative and summative assessments (EL end of unit assessments, iReady Standards mastery and diagnostic, and SBAC).				
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement district-adopted Language Arts curriculum	Observation and Feedback	Increase in students scoring at proficient (TK-2 foundational skills assessments, and 3-5 iReady)		Tier 1
3-2	Teachers use small groups for differentiated instruction	Observation and Feedback	Increase in students scoring at proficient (TK-2 foundational skills assessments, and 3-5 iReady)		Tier 2
3-3	Teachers use the COST process after trying Tier 1 interventions	Monitor referrals to and implementation of Reading Intervention	Decrease in students scoring below grade level in district ELA assessments.		Tier 2
3-4	teachers analyze assessment data to inform planning	Provide Professional Learning time for teachers to review data and plan instruction	PLC agendas, data conference notes		Tier 1

<i>District Strategy:</i> Cultivating <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>	
<b>School Priority:</b>	Professional Development
<b>School Theory of Change:</b>	If we engage teachers in a variety of evidence based, collaborative professional development opportunities, use data informed cycles of inquiry and provide time for teams to analyze and adjust instructional plans, then collective teacher efficacy, instructional practice and ultimately student achievement will increase.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1		ILT will design PDs based on teacher feedback and observable instructional needs.	PD feedback forms and ILT agendas/notes		Tier 1
4-2	Teachers will develop and communicate clear Language and Learning Objectives for every lesson	Principal will engage in regular observation and feedback	Daily schedules with objectives, observation notes.		Tier 1
4-3	Teachers will participate in peer observations of collaboratively planned lessons	Principal will engage in regular observation and feedback	PD plan with peer observation cycle		Tier 1
4-4	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language. Teachers will have weekly 50 min. PLC time to collaborate around standards based curriculum and assessments.	PLC agendas		Tier 1

CONDITIONS FOR BLACK STUDENTS ( <a href="#">instructions &amp; resources</a> )	
<b>School Priority:</b>	Decrease opportunity gap for Black students
<b>School Theory of Change:</b>	If we provide differentiated and targeted instruction to our African American students who are scoring below grade level, and as a staff examine our implicit biases that may be impacting our expectations for our Black students, then we will see an increase in both math and ELA for our African American Students.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>



#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Each teacher will connect with their African American families at the beginning of the year to have a "hopes and dreams" conversation.	Glenview calendar will include minimum days at the beginning of the year for 1:1 family meetings	Calendar, meeting agenda template		Tier 1
5-2	Time will be built into Math and ELA instructional blocks for teachers to work with small groups on targeted skills.	PLC time will be provided for teachers to review disaggregated classroom data and plan for differentiated instruction.	PLC agenda, data conference notes		Tier 2
5-3	Teachers use the COST process after trying Tier 1 interventions	COST will prioritize historically underserved Black students for Reading Intervention program when assigning pull-out intervention schedule	Reading Intervention roster, COST notes		Tier 2
5-4	Teachers will participate PD about implicit bias	PD will be provided to help teachers examine implicit bias	PD agenda		Tier 1

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

<b>School Priority:</b>	English Learner Reclassification
<b>School Theory of Change:</b>	If we provide explicit and systematic English Language Development based on SRI, the on-demand writing assessments, and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments which are communicated to parents and families with particular focus on EL, Latino, AA, Special Education students, GATE, homeless and foster youth, and low SES families.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	PLC agendas. ILT agendas, Observation and feedback.		Tier 1
6-2	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	100% participation in district mandated assessments, PD and PLC agendas for looking at student work.		Tier 1
6-3	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on EL, Latino, newcomers, AA, Special Education students, GATE, and low SES students.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Notes from data conferences		Tier 2
6-4	Teachers prioritize instructional time to include attention to building students academic language, using multiple strategies for student talk.	PD and PLC time to identify student talk and vocabulary building strategies.	PLC agendas, lesson plans that include oral language opportunities.		Tier 1

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 119

**School:** Glenview Elementary School

10-Month Teacher on Special Assignment (TSA)	\$77,624	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8671	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will use weekly common formative assessments	119-1
10-Month Teacher on Special Assignment (TSA)	\$90,736	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1989	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Monitor referrals to and implementation of Reading Intervention	119-2
Copier Maintenance	\$2,000	General Purpose Discretionary	5610	Equip Maintenance Agreeent		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Provide Professional Development	119-3
Counseling Interns	\$20,000	Parent Group Donations	5739	Mental Health Provider		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Monitor referrals to and implementation of Reading Intervention	119-4
Extra Time Contract, Classified	\$22,000	Parent Group Donations	2922	Other Classified Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers will backwards plan using new curriculumand pacing guide	119-5
Noon Supervisor	\$18,809	LCFF Supplemental	2905	Other Classified Salaries	2556	Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectednes s to School	All teachers teach explicit PBIS lessons for classrooms and common spaces	119-6
Postage	\$200	General Purpose Discretionary	5910	Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers implement district-adopted Language Arts curriculum	119-7
Prep/Enrichment Teacher	\$90,925	Parent Group Donations	1105	Certificated Teachers' Salaries	6214	Teacher Education Enhancement	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	teachers analyze assessment data to inform planning	119-8
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,224	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8672	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectednes s to School	Teachers refer students to mental health resources through COST referral system	119-9

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 119

**School:** Glenview Elementary School

Substitute Teacher Incentive Plan (STIP) Teacher	\$52,899	Parent Group Donations	1105	Certificated Teachers' Salaries	3667	STIP Teacher	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers use small groups for differentiated instruction	119-10
Supplies	\$25,460	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All teachers implement explicit SEL curriculum (Toolbox)	119-11
Supplies	\$1,942	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will backwards plan using new curriculum and pacing guide	119-12
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	after school programming	119-13

## School Site Council Membership Roster – Elementary School

School Name: Glenview Elementary

School Year 2021-22

<b>Chairperson: Daniel Ettlinger</b>	<b>Vice Chairperson: Dan Miller</b>
<b>Secretary: Jessica Coulson</b>	<b>Parliamentarian: Ellen Meza</b>

### Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Alt Parent
Rachel Quinn	4215 La Cresta Ave, Oakland, CA 94602	X				
Louise Anderson	4215 La Cresta Ave, Oakland, CA 94602		X			
Rochelle Jacobs	4215 La Cresta Ave, Oakland, CA 94602		X			
Tom Witte	4215 La Cresta Ave, Oakland, CA 94602		X			
Lisa Walker	4215 La Cresta Ave, Oakland, CA 94602			X		
Ellen Meza	1021 Elbert Ave, Oakland, CA 94602				X	
Daniel Ettlinger	4002 ARDLEY AVE , Oakland, CA 94602				X	
Paul Sherreard	4024 Randolph Ave, Oakland, CA 94602				X	
Dan Miller	4679 Edgewood Ave, Oakland, CA 94602				X	
Jessica Coulson	1414 Allman St., Oakland, CA 94602				X	
<b>DAC Representative</b>						
TBD					X	

<b>Meeting Schedule</b>	<del>September 9, 2021</del> September 30, 2021 October 14, 2021 November 18, 2021 December 9, 2021 January 13, 2022 February 10, 2022 March 10, 2022 April 14, 2022 May 12, 2022
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**SSC Legal Requirements:**

- (1) Members MUST be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;

