

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Glenview Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Glenview Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Glenview Elementary School  
**CDS Code:** 1612596001853  
**Principal:** Chelsea Toller  
**Date of this revision:** 5/11/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

**Contact:** Chelsea Toller  
**Address:** 4215 La Cresta Avenue  
Oakland, CA 94602

**Position:** Principal  
**Telephone:** 510-531-6677  
chelsea.toller@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Glenview Elementary School

Site Number: 119

- |  |   |                                       |
|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |                                       |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   |                                       |

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/16/16

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

- Fliers in students' home languages     
  Announcement at a public meeting     
  Other (Notices, Media Announcements, etc.)

**Signatures:**

<u>Chelsea Toller</u> Print name of School Principal	<u>Chelsea Toller</u> Signature	<u>5/16/16</u> Date
<u>Jennifer Mahan</u> Print name of SSC Chairperson	<u>Jennifer Mahan</u> Signature	<u>5/16/16</u> Date
<u>Lakesha Martin</u> Print name of Network Superintendent	<u>Lakesha Martin</u> Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-26-16</u> Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/29/2016	Teachers	Reviewed data and discussed 16-17 priorities
3/16/2016	PTA Meeting	Reviewed School Performance Framework and overview of plan, received feedback
3/23/2016	SSC Meeting	Reviewed draft SPSA and aligned to data, gave feedback
4/20/2016	SSC Meeting	Discussed second draft of SPSA and gave final feedback
4/26/2016	ILT	Feedback session

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$75,493.75	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$104,996.84	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$93,825.72	TBD
<b>TOTAL:</b>	<b>\$274,316.31</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$32,772.27	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$840.08	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$33,612.35</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Glenview is a community of Pre-Kindergarten through 5th grade learners that prides itself on being one of the diverse schools in the city of Oakland. Our students are 21% African American, 37% white, 17% Latino, 13% Asian/Pacific Islander, and 10% multi-racial. There are 22 languages represented in our parent, student, and staff communities and 14% of our students are English Learners. Over 35% of our students receive free and reduced lunch. The district's elementary level visually impaired program is part of our school and our visually impaired students are a central part of our community.

### 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.

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>ELA</b>
<b>Major Improvement Priority #2:</b>	<b>MATH</b>
<b>Major Improvement Priority #3:</b>	<b>Provide a Socially Emotionally Safe &amp; Enriched Learning Environment for All Students</b>

## MAJOR IMPROVEMENT PRIORITY #1: ELA

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
Academic Status in SBAC ELA for all students is 46.9%	The majority of English learners were below benchmark in all academic measures (SRI, SBAC ELA/Math)
Academic Status in SBAC Math is 43.1%	Low Income students grew by 1.4% on SRI and only 39.3% met benchmark.
EL Reclassification status is 16.3%	EL reclassification growth went down by 1.5%
Chronic Absence status is 5.8% of all students	37.4% of AA students at or above on Winter SRI/61.6% Far Below on SRI
	27.3% of AA students met ELA benchmark on SBAC
	21.6% of AA students met the math benchmark on SBAC

## ROOT CAUSE ANALYSIS for Priority #1

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Glenview continues to work on providing differentiation in all content areas. This year, we introduced a comprehensive reading intervention program serving 79 students, the intention is to replicate that effort in math next year. Teachers are continuing to learn common core best practices including reader's and writer's workshop and math differentiation strategies. Although English Learners are reclassifying at a healthy rate, students still identified as English Learners are the lowest achieving students, suggesting a need for increased support for English Learners and PD for teachers in this area.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Teachers are adjusting from a whole class DI model (like Open Court) to a differentiated model of instruction. Multi-tiered level of supports are in place for SE supports and learning, but Tier II and III supports are still in development and this has an impact on student learning particularly for traditionally underserved populations (EL, AA and Low SES). Teachers are in second year of implementation of BAL and are still in their learning curve (change takes time!).

## STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Students will increase their academic achievement in literacy as evidenced on SBAC	SBAC ELA	African- American Students	46.9%	56.9%	66.9%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Students will increase their academic achievement in math as evidenced on SBAC	SBAC Math	African- American Students	43.1%	53.1%	63.1%	2: Students are proficient in state academic standards.
Academic	Students will increase in reading comprehension has evidenced on the SRI	SRI	English Learners	61.3%	71.3%	81.3%	3: Students are reading at or above grade level.
Academic	Students in each grade level will increase percentage of students at or above grade level by 10% on F &P	F&P	English Learners	38.8 (5th-lowest) 58.9 (second highest)	48.2 (5th), 68.9 (2nd)	58.2 (5th) and 88.8 (2nd)	3: Students are reading at or above grade level.
Academic	Students will increase their academic achievement in math as evidenced on C-EOU	Math C-EOU	African- American Students	Different by grade level	Different by grade level	Different by grade level	2: Students are proficient in state academic standards.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Teachers use and understand data and provide differentiated instruction targeted to student needs*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will engage in collaboration and planning weekly with a focus on differentiation and small group instruction	TSA or Principal to attend all PLC meetings	Structured weekly PLC supported through enrichment coverage of students (Art, music, PE, technology, garden)
Ensure that 100% students reading at their "just right level" daily	Principal Walk Throughs and interviewing students	Data entered into Illuminate and site spreadsheets to monitor progress per district calendar
Teachers will use data to inform instruction of each student across content areas and personalize learning goals	Provide six week cycles of Reading/Writing/Math/Science to plan units guided by student and school wide data	Data Analysis at the beginning, middle and end of each unit. Goal setting for individual students in writing, reading and math. GATE Goals set for GATE students
Teachers will confer, run strategy groups, guided reading groups and/or book clubs daily that include a scope and sequence of teaching points for each group	Principal Observations will be done during Reader's Workshop on a bimonthly basis by principal and TSA	Teachers will collaboratively plan for guided reading and book clubs during PD and PLC time. Teachers will observe each other using peer observation protocol.
Teachers will set up structures in their classroom to ensure that students not in guided reading group are engaged in meaningful literacy activities to support strengthening their reading	Principal and TSA will collect data while doing walk through and observations to provide feedback on literacy activities and engagement of students who are not working in teacher's small group. Data will be shared with individual teachers and school wide.	Weekly PLC time and PD time include grade level discussion on literacy activities including blended learning using Raz Kids
Teachers will use data to identify students in need of ELA intervention and refer these students to the intervention team. Weekly PLC and PD planning cycles will include weekly/monthly time to plan for interventions for Tier II students.	Data chats three times a year to identify tier 1 and tier II interventions. Tier III intervention team to meet monthly. Tier II interventions in classroom and identified in the lesson planning tool used to develop units.	Literacy Intervention consultant to monitor and train literacy intervention staff
Teachers will share data with parents and students to increase community understanding of literacy and math levels. Fifth grade will pilot a student lead conference model. All students will set goals three times a year in reading, writing, and math.	Principal set report card and parent teacher guidelines including what data is to be shared with parents	Bank of Report card comments provided to teachers with specific ways to communicate student needs and next steps. Report cards submitted to principal and reviewed before given to parents. Part of PD cycles to include setting student goals and sharing goals in PLC time.



Teachers will facilitate academic discussions using strategies that extend student thinking, textual evidence, and ensure equal participation of all students including EL Students and GATE students	Videos in PD reviewed by staff of teachers facilitating academic discussions with opportunities to discuss and evaluate teacher in the video. School wide goal aligned to OETF Domain 3B and 3C and looking through the lens of the OETF rubric to deepen the academic discussion across content during planning. ILT will develop an observation walk through tool to support peer obs. feedback on Academic Language which will be used twice a year.	STIP sub. to provide coverage of teachers to facilitate peer observations at Glenview through TGDS focused on developed academic discussions
Teachers will work in grade level teams to identify ways to celebrate progress in literacy (end of unit celebrations, poetry fest, monthly class celebrations)	Leadership will continue to instill sense of celebration and vision of creating a culture of literacy through designated events	Student reading will be celebrated at Fall Reading Kick Off and March Literacy Week and Intervention "Books and Bagels" event
Teachers will utilize ILT identified essential ELD strategies linked to academic language develop and anchor charts across content areas to ensure that English learners can access curriculum throughout the day	Principal and ILT will monitor EL data throughout the year and use this data to guide PD next steps	While planning units, the planning template will explicitly require teachers to look through the lens of EL Needs
Teachers will complete SST packet and schedule an SST meeting for all students performing below grade level in Math and/or Literacy	Principal to attend all SST meetings	Schedule Substitutes for monthly day of SSTs
Teachers will identify students in need of math intervention and will identify what skills are needed to support student next steps.	Weekly Intervention team will meet to monitor progress and math intervention next steps	.5 Intervention Teacher hired to help develop math intervention strategies (Tier II and Tier III)
100% of teachers will provide a daily reader's workshop block that includes the structure of Mini-Lesson, Writing Workshop and Closure	Principal walk through to monitor implementation using the RW observation tool	TSA and literacy coach will support implementation aligned to the RW observation tool
Teachers will communicate with afterschool staff about targeted intervention needs	Principal will collaborate with afterschool program manager to plan differentiated interventions during afterschool	Afterschool program liaison will support afterschool staff in developing quality academic and social emotional interventions
Kindergarten lead teacher will meet with TK/K team to plan for transition activities	Kindergarten lead teacher and principal will plan with parents for transition communication and events for entering students	Entering Kinder and TK students and families will be invited to participate in a Winter Kindergarten/TK Parent Info. Night, a Spring Visit day, and a Fall Kindergarten Tea.
Teachers will provide hourly intervention afterschool in math and literacy	Principal will work with afterschool program management to allocate funding for intervention teachers	Intervention coordinator will help determine which students qualify for help.

**MAJOR IMPROVEMENT PRIORITY #2:**
**MATH**
**PERFORMANCE STRENGTHS & CHALLENGES for Priority #2**

Student Performance Strengths	Student Performance Challenges
Academic Status in SBAC Math for all students is 46.9% at or above grade level.	The majority of English learners were below benchmark in all academic measures (SRI, SBAC ELA/Math)
Academic Status in SBAC Math is 43.1%	Low Income students grew by 1.4% on SRI and only 39.3% met benchmark.
Students (all) grew 9.4 % on SRI.	EL reclassification growth went down by 1.5%
EL Reclassification status is 16.3%	38.4% of AA students met benchmark on Winter SRI
	27.4% of AA students met ELA benchmark on SBAC
	21.6% of AA students met the math benchmark on SBAC

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Teachers worked on developing units in Math, Reading, Writing, and Science during professional development and PLC time. Although there continues to be evidence of the use of the curriculum, teachers still struggle with understanding the "forest" instead of marching from tree to tree. This is noted in their practice through administrator and coach observations as well as in teacher self-reflection.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

They are becoming more confident in collaborating and planning, however they are still dependent on the curriculum to define their instructional decisions more than the standards or the student data. As teachers become more comfortable with the new curriculum, they need support in planning based on standards and data rather than simply what the teacher's guides indicate.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Students in each grade level and sub. group will increase percentage of students at or above grade level by 10% on F&P	F&P	All Students	38.8 (5th- lowest) 58.9 (second highest)	48.2 (5th), 68.9 (2nd)	58.2 (5th) and 88.8 (2nd)	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	Students will increase their academic achievement in math as evidenced on SBAC	SBAC Math	African- American Students	43.1%	53.1%	63.1%	2: Students are proficient in state academic standards.
Academic	Students will increase in reading comprehension has evidenced on the SRI	SRI	English Learners	61.3%	71.3%	81.3%	3: Students are reading at or above grade level.
Academic	Students will increase their academic achievement in math as evidenced on C-EOU with all grade levels and sub. groups increasing by 10%	Math C-EOU	African- American Students	Different by grade level	Different by grade level	Different by grade level	2: Students are proficient in state academic standards.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** - Teachers use CC/NGSS standards to backwards plan instructional units including developing quick assessments in addition to the district assessments to monitor and track performance

### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will develop Reading and Writing Units based on Lucy Calkins/TC curriculum	Literacy Consultant will support 2nd and 3rd grade in unit development. ELA Lead Teacher will support K-1. TSA will support 4-5.	ELA Lead Teacher and TSA will attend Fall TC Training in New York. Teachers who did not attend TC training last summer will be strongly encouraged to attend TC training in Summer of 2016 (currently three (one in K, one in 2, and one in 3) signed up)
10:2: 10 minutes of teacher talk: 2 min of student academic talk will be observed during instructional components	Walk throughs and observations will include monitoring teacher talk v. academic talk	Teams will build grade level common sentence frames and stems in PLC time
Daily lesson will have clear learning target posted on the board	Weekly walk throughs to check for teaching points and schedule alignment	Instructional Schedules with teaching points posted on the board and monitored via walk throughs
Teachers will include the "Why" in their teaching point	TSA will continue to coach teachers in their planning process and in observation to ensure that teachers are understanding the why behind their instruction	Planning time during release days, PD and PLC will hold the focus of the "why" as a core PD goal

Teachers will develop their understanding of math open ended performance tasks which deepen critical thinking and ability to apply knowledge	ILT to analyze math data and advise leadership on next steps for PD and implementation	PD will include time for teachers to take the performance tasks in order to understand the assessments and how to better prepare their students for them
Teachers will create quick assessments to check for understanding in between district and state assessments	Planning tool will include explicit information on quick assessments and tool will be reviewed by TSA and Principal	Teachers will plan quick assessments during PLC time or PD time in grade level teams facilitated by TSA
Teachers will become familiar with CCSS and NGSS by using them during planning time	Principal will provide all teaches with a copy of the CCSS and the NGSS. Teachers will be expected to bring the standards to all PD and PLC meetings and to be used in lesson planning.	Open House and Back to School Night will focus on sharing standards. Teachers will use the standards in planning units
Teachers will provide EL scaffolds such as sentence stems, vocabulary development and sentence frames	ILT and principal will design content PD with a lens toward EL support strategies	During planning, each teachers will have an EL focus student to monitor and plan for

**MAJOR IMPROVEMENT PRIORITY #3: Provide a Socially Emotionally Safe & Enriched Learning Environment for All Students**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Chronic Absence status is 5.8% of all students	Suspension rates and chronic absence rates are higher for Latino students
Staff satisfaction is 94.4%	White students are slightly lower in SEL learning and culture/climate ratings
Suspension rate is .2%	Students with disabilities chronic absent rate increased
Chronic absence rate is 3.9 for LI students	

ROOT CAUSE ANALYSIS for Priority #3
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
Overall our students, teachers and staff report a healthy school environment. This is as a result of our Restorative Justice, Toolbox and PBIS efforts lead by our SEL team. With that said, the support for tier II and tier III students is not always available. Individual teachers are still needing support for implementation of positive behavior interventions at the tier I level.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>

SEL curriculum is dependent on the teacher capacity and will to deliver it. In addition, although SEL scores on SEL ratings are high, there remains an achievement gap at Glenview. Research indicates that SEL support is a requirement for supporting academic achievement particularly in traditionally underserved sub. groups. Therefore in order to ensure equitable access to achievement, Glenview must continue to seek culturally responsive and research proven positive approaches to improving the climate and culture of the school.

### STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	Teachers will use PBIS, Toolbox, and RJ to support SEL development of students to reduce suspension rates	SEL	All Students	.2%	.2%	0	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	Students will understand the consequences of their actions and will work with staff to "fix" problems using restorative practices reducing referrals	SEL	All Students	n/a	40 referrals	30 referrals	5: Students are engaged in school everyday.
Social/Emotional	Staff and Students will learn the 12 tools of the Toolbox program which support the development of a cohesive, collaborative, non-violent, and caring community to reduce suspension rates	SEL	All Students	.2%	.2%	0%	5: Students are engaged in school everyday.
Social/Emotional	Students will use their SEL skills to meet CCSS in the academic setting such as collaboration, negotiation, asking questions, seeking feedback and taking responsibility for their own learning reducing office referrals	SBAC Math	All Students	n/a	40 referrals	30 referrals	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *Through deepening of Restorative Justice, PBIS, and implementation of Toolkit practices, Glenview will be a welcoming school where students have the tools they need to develop social emotional learning skills in order to reach CCSS expectations.*

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
--------------------	----------------------	--

Teachers will implement RJ and PBIS practices in classrooms to redirect negative behavior and clarify classroom procedures	Principal will ensure that all new staff is trained in RJ and PBIS	5 x a year staff will engage in SEL professional development including deepening RJ and PBIS practices
Teachers will use the URF and the GPS for students when needs arise	Principal will train staff on URF and GPS (Glenview problem solving tool)	COST team will meet weekly to analyze URF and GPS data
Teachers will provide feedback to SEL team leads to inform PD and next steps	Principal will attend all SEL team meetings in order to provide vision behind implementation of strategies	SEL Team will meet monthly and will have two retreats a year to plan for short and long term implementation goals
Teachers will positively reinforce behavior with PBIS strategies	Principal will reinforce student behaviors with weekly ticket pull and ongoing ticket "challenges"	SEL team will analyze PBIS data (who, where, when, what) to inform how to identify the behavioral needs of the school
Teachers will continue use the Toolbox curriculum to teach students SEL skills and competencies in the classroom	Principal will ensure that subs. are provided for classified staff in order for them to be trained in Toolbox	Classified staff will be trained in Toolbox
Teachers will participate in annual Playworks PD	Principal will work with PTA to secure funding for .5 RJ Coordinator and Playworks coach	Yard Team to meet monthly to monitor playground needs or concerns with Playworks coaches
Teachers will contact parents when students have ongoing or serious negative behaviors	Principal will schedule community meeting as needed with parents to support positive redirection of student behaviors and build the home school connection	Parent events will include training on the Toolbox and RJ
Teachers will refer students to Insights for Behavior when students need more comprehensive behavior plans	Principal will invite Insights to Behavior specialist to COST team meeting	COST team to meet weekly. Homeless and Foster youth will be identified and supported through COST Team
Noon duty supervisors will be trained in PBIS, RJ and Toolbox by SEL Lead teachers	Noon Duty Supervisors will be given release time to attend trainings	.50 Noon Sup will support PBIS and RJ Implementation on the Yard During Recess and Lunch
5th grade teachers will provide regular communication with families regarding transition to MS and support for SEL needs of upper grade students	Principal will meet with 5th grade team over the summer and twice a month to monitor implementation of SEL fifth grade plan	5th grade team will develop a year long plan for SEL support for transitioning students
Staff will understand SEL implementation expectations	ILT, Principal and SEL teams will update the Teacher handbook annually	Teachers will be trained in the teacher handbook in order to understand SEL and overall school wide expectations
K Teachers will include SEL information in communication with parents at Back to School night and in beginning of the year events	At TK-K events, principal and teachers leaders will share SEL strategies and curriculum	Entering Kinder and TK students and families will be invited to participate in a Winter Kindergarten/TK Parent Info. Night, a SpringTK/K Visit day, and a Fall Kindergarten Tea.

Teachers will communicate with afterschool staff about	Principal will meet monthly with Afterschool Staff to insure alignment of school and afterschool program	Students in afterschool program will receive SEL support through wellness, leadership, RJ and academic support programming
Teachers will refer students to RJ Coordinator for 1:1, small group or whole class intervention support	Principal will insure funding allocation for .5 RJ Coordinator	RJ coordinator will lead PD for teachers

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$76,525.72	After School Education & Safety (ASES)	Afterschool program contract with BACR	Teachers will identify students in need of math intervention and will identify what skills are needed to support student next steps.	A1.6: After School Programs	5825	n/a	n/a	n/a	119-1	119
\$17,300.00	After School Education & Safety (ASES)	Pay teachers to provide afterschool hourly interventions	Teachers will use data to identify students in need of ELA intervention and refer these students to the intervention team. Weekly PLC and PD planning cycles will include weekly/monthly time to plan for interventions for Tier II students.	A1.6: After School Programs	1120	n/a	n/a	n/a	119-2	119
\$3,632.64	General Purpose Discretionary	STIP to provide technology enrichment	Structured weekly PLC supported through enrichment coverage of students (Art, music, PE, technology, garden)	A3.1: Blended Learning	n/a	TEACHER STIP	TCSTIP0316	0.1	119-3	119
\$1,000.00	General Purpose Discretionary	Professional Conference	Provide Teacher Professional Development focused on Literacy	A2.5: Teacher Professional Development for CCSS & NGSS	5200	n/a	n/a	n/a	119-4	119
\$8,000.00	General Purpose Discretionary	Copier Maintenance Agreement	General program support	A5.3: School Facilities	5610	n/a	n/a	n/a	119-5	119
\$37,500.00	General Purpose Discretionary	.5 RJ Coordinator	Principal will work with PTA to secure funding for .5 RJ Coordinator and Playworks coach	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	119-6	119
\$2,361.11	General Purpose Discretionary	Reading Intervention Coordinator (Consultant)	Literacy Intervention consultant to monitor and train literacy intervention staff	A3.2: Reading Intervention	5825	n/a	n/a	n/a	119-7	119
\$2,500.00	General Purpose Discretionary	Substitutes for teacher release days for trainings/PD	Planning time during release days, PD and PLC will hold the focus of the "why" as a core PD goal	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	119-8	119
\$10,000.00	General Purpose Discretionary	Academic mentor to provide intervention support	Teachers will use data to identify students in need of ELA intervention and refer these students to the intervention team. Weekly PLC and PD planning cycles will include weekly/monthly time to plan for interventions for Tier II students.	A3.2: Reading Intervention	2928	n/a	n/a	n/a	119-9	119
\$10,000.00	General Purpose Discretionary	General Supplies	general supplies	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	119-10	119
\$500.00	General Purpose Discretionary	Meeting refreshments	Teachers will engage in collaboration and planning weekly with a focus on differentiation and small group instruction	A5.2: Health and Wellness (Mental & Physical Health)	4311	n/a	n/a	n/a	119-11	119
\$58,348.80	LCFF Supplemental	TSA to provide coaching, professional development, assessment coordination	TSA will continue to coach teachers in their planning process and in observation to ensure that teachers are understanding the why behind their instruction	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	10 MONTH CLASSROOM TSA	C10TSA0135	0.6	119-12	119
\$15,163.72	LCFF Supplemental	Fund Noon duty supervisor to ensure safety on the playground	.50 Noon Sup will support PBIS and RJ Implementation on the Yard During Recess and Lunch	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONS0047	0.5	119-13	119
\$31,193.79	LCFF Supplemental	.36 of math intervention teacher	.5 Intervention Teacher hired to help develop math intervention strategies (Tier II and Tier III)	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER RSP	TCHRSP9999	0.36	119-14	119
\$290.53	LCFF Supplemental	Supplies for Intervention	Literacy Intervention consultant to monitor and train literacy intervention staff	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	119-15	119
\$12,714.23	Measure G (TGDS)	.35 of STIP to provide coverage for evaluation process	STIP sub. to provide coverage of teachers to facilitate peer observations at Glenview through TGDS focused on developed academic discussions	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0316	0.35	119-16	119
\$3,500.00	Measure G (TGDS)	Hourly pay for alternate observers to observe teachers being evaluated	STIP sub. to provide coverage of teachers to facilitate peer observations at Glenview through TGDS focused on developed academic discussions	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	119-17	119
\$928.02	Measure G (TGDS)	surplus	n/a	n/a	4399	n/a	n/a	n/a	119-18	119
\$9,724.80	Program Investment	.1 of TSA to provide coaching, professional development, assessment coordination	TSA will continue to coach teachers in their planning process and in observation to ensure that teachers are understanding the why behind their instruction	A3.4: Teacher Professional Development focused on Literacy	n/a	10 MONTH CLASSROOM TSA	C10TSA0135	0.1	119-19	119
\$12,130.92	Program Investment	.14 of math intervention teacher	.5 Intervention Teacher hired to help develop math intervention strategies (Tier II and Tier III)	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER RSP	TCHRSP9999	0.14	119-20	119
\$195.93	Program Investment	Postage	general supplies	A5.1: School Culture & Climate (Safe & Supportive Schools)	5724	n/a	n/a	n/a	119-21	119



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$3,900.00	Program Investment	Hourly pay for lead teachers	ILT and principal will design content PD with a lens toward EL support strategies	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	119-22	119
\$29,174.40	Title I Basic	TSA to provide coaching, professional development, assessment coordination	Principal and TSA will collect data while doing walk through and observations to provide feedback on literacy activities and engagement of students who are not working in teacher's small group. Data will be shared with individual teachers and school wide.	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0135	0.3	119-23	119
\$3,597.87	Title I Basic	Books for literacy development	TSA and literacy coach will support implementation aligned to the RW observation tool	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	119-24	119
\$840.08	Title I Parent Participation	Supplies for parent education	Parent events will include training on the Toolbox and RJ	A6.5: Academic Parent-Teacher Communication & Workshops	4310	n/a	n/a	n/a	119-25	119

# **Glenview Elementary School Home-School Compact 2015-16**

## **STUDENT**

**It is important to do my best in school, so I will...**

- **attend school regularly.**
- **come to school prepared to learn.**
- **try my best.**
- **follow our school expectations of being respectful, responsible and safe.**

**Signature**

\_\_\_\_\_

## **PARENT/CARING ADULT**

**It is important for my child to have a successful learning experience, so I will...**

- **help my child be on time and attend school well rested and healthy.**
- **provide a quiet place for schoolwork and make sure work is done.**
- **attend meetings/conferences to learn all I can to help my child.**
- **communicate with school staff when I have concerns, questions or important information about my child's education.**

**Signature**

\_\_\_\_\_

## **SCHOOL**

**It is important for our students to be successful learners, so we will...**

- **provide a caring, positive, safe climate.**
- **provide quality instruction.**
- **communicate with parent and child about schoolwork and behavior.**
- **send home necessary materials to help students.**
- **encourage and model respectful, responsible and safe behavior.**

**Signature**

\_\_\_\_\_

# **Title I School Parental Involvement Policy: 2015-16**

**Glenview Elementary  
4215 La Cresta Ave.  
Oakland, CA 94602**

## **Part 1. General Expectations: Involvement of Parents in the Title I Program**

**Glenview Elementary** agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

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

## **Part 2. Description of how the School will implement required School Parental Involvement Policy components**

### **Building Parent Capacity for Involvement**

- 1) **Glenview Elementary** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - PTA (Parent Teacher Association) announcement and invitation
  - Regular Announcements to students over the school intercom
  - Glenview Grapevine School Bulletin
  - OUSD Parent Signature of Parent Guide Book
  - Glenview Elementary Handbook
  - The school's outdoor marquee

- 2) **Glenview Elementary** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Posting in the school office, hallways
  - School website
  - Glenview Grapevine (School Newsletter)
  - PTA (Parent Teacher Association) Bigtent email listserve
  - Fliers
  - School Mailings
- 3) **Glenview Elementary** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy:
  - SSC (School Site Council) agenda every year for review
  - School Staff
- 4) **Annual Title I Meeting. Glenview Elementary** will convene an annual Fall meeting to inform parents of the following:
  - That the school participates in the Title I Program
  - How the school implements the Title I Program
  - The requirements of the Title I Program
  - The parents' right to be involved
  - The parents' right to participate in the development of the District's Title I Plan
- 5) **Glenview Elementary** will provide information about Title I programs to parents of participating children in a timely manner:
  - The information will be provided using the procedures described in Part 2, #2, above.
  - Information about the Annual Title I Meeting will be provided at fall registration.
  - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
    - Annual Title I Meeting
    - SSC meetings
- 6) **Glenview Elementary** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
  - Back to School Night
  - Open House
- 7) **Glenview Elementary** provides support, during regular meetings, for parental activities requested by Title I Program parents.
  - Opportunity to request items in advance to include on meeting agenda
- 8) **Glenview Elementary** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
  - Back to School Night
  - Teacher Conferences
  - Glenview Elementary Handbook
  - School Announcements
- 9) **Glenview Elementary** will submit to the district any parent comments if the schoolwide plan is not satisfactory to parents of the participating children:

- Office of the Ombudsperson  
Contact: Mr. Gabriel Valenzuela, Ombudsperson  
Lakeview Campus  
Email: Gabriel.Valenzuela@ousd.k12.ca.us

### **School-Home Compact**

Glenview Elementary has jointly developed with and distributed to parents of Title I students a School-Home Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

### **Part 3. Shared Responsibilities for High Student Academic Achievement**

- 1) **Glenview Elementary** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - PTA (Parent Teacher Student Association)
  - SSC (Collaborative School Site Council)
  - The school district's Parent Options Program
  - Fliers
  - The school's website
  - The school's outdoor marquee
  - The School Site Principal will be responsible for the overall program of parental involvement.
- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
  - The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
  - The requirements of Title 1
  - How to monitor their child's progress
  - How to work with educators
- 3) Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:
  - Parent Handbook
  - Glenview Grapevine
  - Report Cards
  - Information Nights
  - Progress Reports distributed when needed
  - Annual Title 1 Meeting
- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
  - Providing information to parents on district trainings and information student improvements
  - Parent Education Evenings and events

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- i. Staff Retreats
- ii. Staff Professional Developments
- iii. Staff Professional Learning Communities

5. The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- iv. Back to School Nights
- v. Information Nights
- vi. PTA (Parent Teacher Student Association) to organize and facilitate activities

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

- vii. Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
- viii. Sending vital information home in Chinese, Spanish, Vietnamese, and English

#### **Accessibility**

The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

- ix. Provide bilingual liaisons in Spanish
- x. Provide accessibility aids, equipment, and architecture to the extent practicable.

#### **Part 4. Adoption**

The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Glenview Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

---

Chelsea Toller  
**Principal**

April 30, 2015



## School Site Council Membership Roster – Elementary

**School Name:** Glenview Elementary

**School Year:** 2015-16

<b>Chairperson :</b> Jennifer Mahan	<b>Vice Chairperson:</b> David Martindale
<b>Secretary:</b> Lisa McGinty	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Chelsea Toller	X			
Louise Anderson		X		
Thomas Witte		X		
Negin Ghazizadeh		X		
Phillip Brown			X	
Katie Cole				X
Lisa McGinty				X
David Martindale				X
Jennifer Mahan				X
Ellinor Buchen				X

<b>Meeting Schedule</b> (day/month/time)	Sept. 30, Oct. 28, Dec. 9, Jan. 27, Feb. 24, Mar. 23, Apr. 27 & May 25 - Mtgs. start at 6pm
---	---

**SSC Legal Requirements: (Ed. Code 52852)**

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent /Community

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/15