

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

June 27, 2012

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2012/2013 CSSSP – Glenview Elementary School

**Action Requested:**

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Glenview Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

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

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Glenview Elementary School.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Glenview Elementary**

**6001853**

**School Year: 2012-2013**

# **COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)**

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

#### GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

#### SCHOOL SITE

#### CONTEXT

#### VISION

## **Accountable for Quality: Ensuring Thriving Students and Healthy Communities**

### **Strategic Priority: The Accountability Plan**

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### **The School Accountability Plan**

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

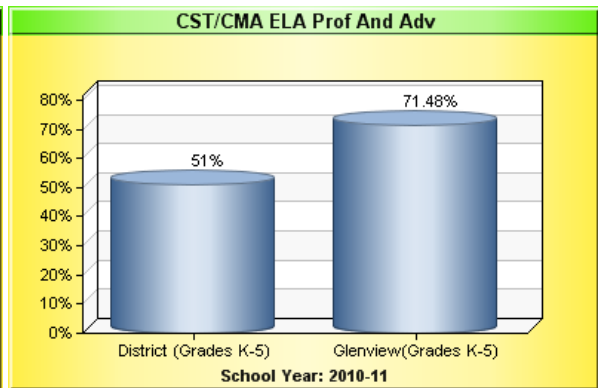
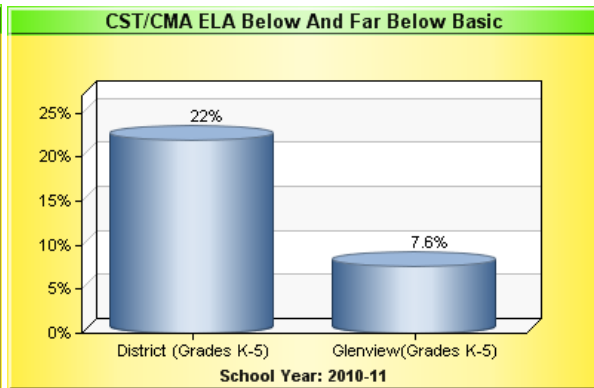
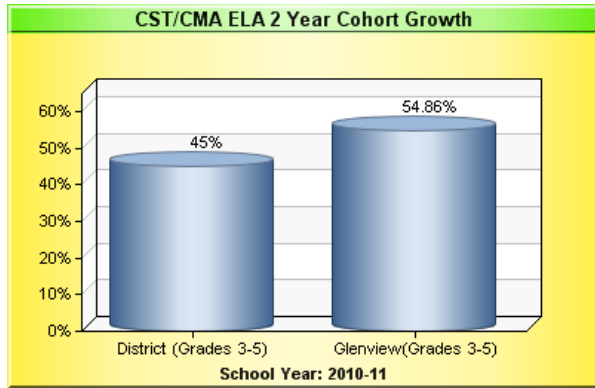
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



**Theory Action**

- Given the data, current research and large class sizes, Glenview sees the importance of early intervention. This can be done with increased staffing at the kindergarten and first grade levels. Therefore, instructional aides will be in classrooms.
- Professional development to support writing across the curriculum will continue with coaching and mentoring. The goal is to create vertical alignment across grade levels with common writing language and expectations.
- Glenview is in the process of integrating the new common core standards. This new focus on non-fiction text, integrated learning, and deeper comprehension are resulting in changes in instructional strategies.
- Glenview has a distinct focus on the arts. We plan to find additional ways to integrate performing and visual arts in the promotion of literacy.
- The teachers are exploring varied student grouping options to maximize the personalization of instruction.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.	Dibels, Benchmarks, Unit Tests	All Students			5/17/2012	119SQ1A798	Hire Instructional Assistant	7090-EIA - SCE		K12IA9999	0.8	\$35,352.99
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.	Dibels, Benchmarks, Unit Tests	All Students			5/17/2012	119SQ1A799	Hire Instructional Assistant	7090-EIA - SCE		K12IA9999	0.5	\$22,095.62
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.	Dibels, Benchmarks, Unit Tests	All Students			5/17/2012	119SQ1A3738	Hire Instructional Assistant	3010-Title I		IABIL9999	0.3	\$13,504.96
Provide site based Professional development on Common Core Standards and Writing integration focusing on vertical curriculum alignment.	PD Calendar, Teacher Surveys, CST ELA, Benchmarks	All Students			5/17/2012	119SQ1A3151	Provide on-going PD for teachers in the area of writing	N/A			0	\$0.00



Provide two opportunities annually for students to perform in plays that integrate literature and the arts.	Student survey, Class enrollment	All Students			5/17/2012	119SQ11A3152	Literature-Based School Plays	Funded by Community Partner			0	\$0.00
Parent Education on ELA strategies so that parents can support students as we move to the Common Core Standards.	Attendance at workshops, Parent Surveys, CSTs, Benchmarks	All Students			5/17/2012	119SQ11A4569		N/A			0	\$0.00
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.	District Assessments, CST	English Learners			5/17/2012	119SQ11A4568	Hire Instructional Assistant	7091-EIA - LEP		IABIL9999	0.5	\$22,508.26

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

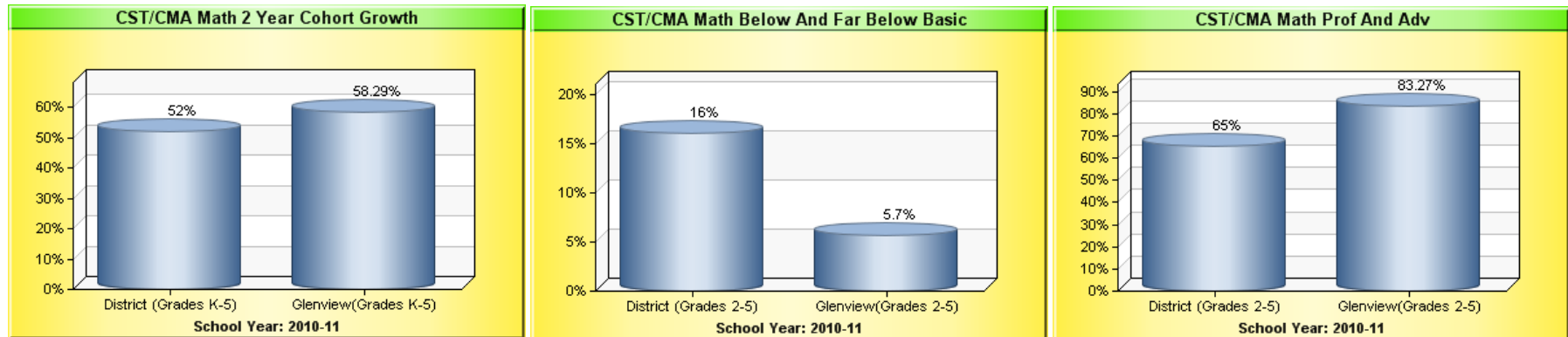
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

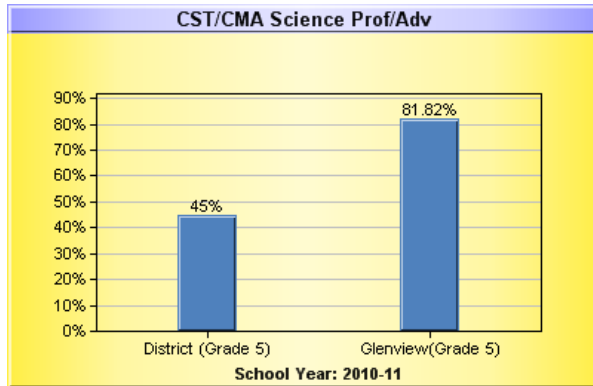
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**Theory Action**

- We strive to expose students to the various possibilities in science through different types of experiences.
- We see math as a gate keeper to future success and work to provide a strong conceptual foundation in mathematics to support strong math achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Prioritize the use of existing as well as new applied science and math learning tools and experiences. (i.e. Foss, Marin Headlands Institute, Community Garden, Astronomy Night, Science Fair, Green Team)	Attendance at events, CST Science Scores, Student Work Samples	All Students			5/2/2012	119SQI1B3155	Prioritize science experiences	N/A			0	\$0.00
Leverage local resources to support computer literacy including the Parent Computer Club, district supports, Achieve 3000, etc.	Student work	All Students			5/2/2012	119SQI1B3156	Support Computer Literacy	N/A			0	\$0.00
Explore and pursue STEM funding initiatives to advance Glenview's mission.	Additional funded programming	All Students			5/2/2012	119SQI1B3158	Explore STEM funding	Funded by Community Partner			0	\$0.00
Promote project based learning in the areas of math and science.	Lesson plans, assessments, CST and Benchmark data	All Students			5/2/2012	119SQI1B3160	Project Based Learning	N/A			0	\$0.00
Train staff and promote use of existing computer lab as part of curriculum/during school hours beginning with Achieve 3000.	Student Computer Proficiency	All Students			5/2/2012	119SQI1B3744		Centralized Services			0	\$0.00
Provide time for grade level meetings to focus on science instruction and the integration of FOSS.					5/2/2012	119SQI1B4078		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

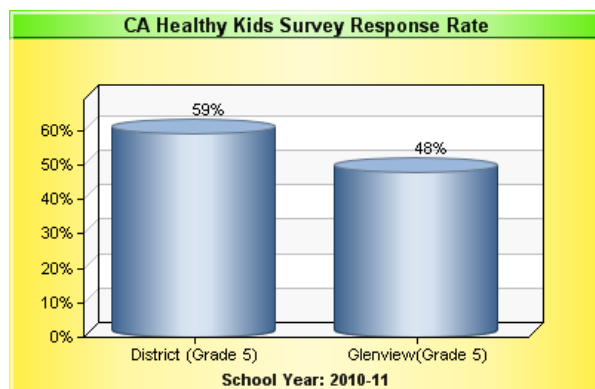
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



#### School Data

- An increasing number of families are opting for charter or private schools in lieu of OUSD middle schools.

#### Data Analysis

- We acknowledge that we are preparing our students for very different middle school experiences and need include in our program a wide variety of academic and social experiences to prepare for middle school success.
- Glenview families come from all over the city of Oakland therefore activities are needed prior to the start of Kindergarten to build community.

**Theory Action**

- Glenview families are increasingly concerned about the experience of young people in middle school. Additionally they would like to expand on the current success of their children in Pre-K-5. Thus, it is a top parent priority is transition to a K-8.
- The Glenview parent and school community offers a variety of opportunities for incoming kindergarten families to transition from pre-k to kindergarten.
- Pre-K transition activities include tours, open house, a "taste of kindergarten" day for students in April, Playdates throughout the summer on the school playground, buddy families, and the Kindergarten tea.
- It is important that all our 5th grade students find a "right fit" for middle school. All students visit Edna Brewer. The school offers information for other middle school options and invites representatives from all middle schools to visit the camp
- We understand the social emotional demands on young people as they transition to middle school. Through partnerships with CBO's we work to begin to prepare for that transition.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to explore the holistic benefits and impact on transitioning to a K-8 site.	Community surveys	All Students			5/4/2012	119SQ11C3167	K-8 Transition	N/A			0	\$0.00
Support PTA led Kindergarten Recruitment Committee including informal socials, the kinder tea, and other events before the year.	Surveys, Parent Reports, Attendance at events	Pre-Kindergarten			5/4/2012	119SQ11C3168	PTA Pre Kindergarten Events	N/A			0	\$0.00
Educate parents about the transition to middle school, middle school options, bridge to middle school summer programs and support student based middle school readiness. This includes facilitating translation as needed.	Student Survey, Parent Survey	All Students			5/4/2012	119SQ11C3169	Middle School Transition	N/A			0	\$0.00
Support visually impaired Pre-school and summer pre-school program.	Teacher Report	Pre-Kindergarten			5/4/2012	119SQ11C3178	Support Visually Impaired Pre-school	N/A			0	\$0.00
Develop and/or strengthen relationships with arts-focused middle/high schools like Oakland School for the Arts and Julia Morgan.		All Students			5/4/2012	119SQ11C3745		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

#### School Quality Standards relevant to this Strategic Priority

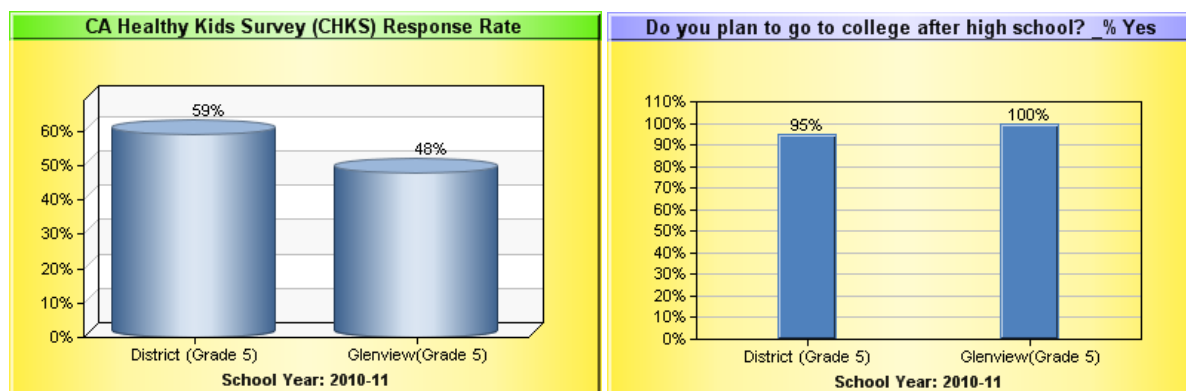
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



#### School Data

- This year we are launching career and college weeks in coordination with our afterschool partners. Students will be able to meet diverse community members to get a glimpse into many different options.

#### Theory Action

- At Glenview we strive to offer as many exposures as possible to college and career options to open doors to potential post high school outcomes.
- Given the diversity of parent experience it is essential to offer a variety of opportunities to meet the various needs.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Attend field trips and performances opportunities at Bay Area colleges.	Student Surveys	All Students			5/2/2012	119SQI1D3187	University Field Trips	N/A			0	\$0.00
Develop relationships with local businesses to create an age appropriate "Career Fair" so kids can make connections between school efforts and future careers.	Event attendance, Student surveys	All Students			5/2/2012	119SQI1D3190	Develop Career Fair	N/A			0	\$0.00
Work with college athletes to train parents and students on how to navigate the path of college athletics including the academic and admission requirements.	Parent and student surveys	All Students			5/2/2012	119SQI1D3193	Workshop on the path to college athletics	N/A			0	\$0.00
Explore and launch college and career speakers series using parents, community members, college students, and alumni.	Surveys	All Students			5/2/2012	119SQI1D3194	College and career speakers series	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

**School:** Glenview Elementary

**Principal:** NATALIE TOVANI-WALCHUK

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

**From OUSD Strategic Plan:**

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

**Theory Action**

- Glenview is home to many discrete groups with unique needs. The goal is to identify key needs, provide appropriate services, and monitor efficacy of program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue the Glitter and Razz partnership in particular the "Raising a Black Girl" family engagement series.	Attendance at events. Student surveys, Office referrals, Glitter and Razz tracking sheets	All Students			5/2/2012	119SQ1E3195	Glitter and Razz Programming	N/A			0	\$0.00
Expand staff including office staff, STIP subs, and instructional assistants to promote the ability to engage in targeted in classroom interventions, including hiring bilingual staff in key languages whenever possible.		All Students			5/2/2012	119SQ1E3202	See Priority Area A Strategy #1	N/A			0	\$0.00
Develop a comprehensive ELL/ELD theory of action in coordination with key stake holder groups to support student achievement.		English Learners			5/2/2012	119SQ1E3203	Develop ELD theory of action	N/A			0	\$0.00
GATE students will have opportunities to explore highh rigor content through the arts within the school day and will be		GATE			5/2/2012	119SQ1E3737		N/A			0	\$0.00



offered a wide variety of  
after school enrichment  
activities like Odyssey of  
the Mind.

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## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

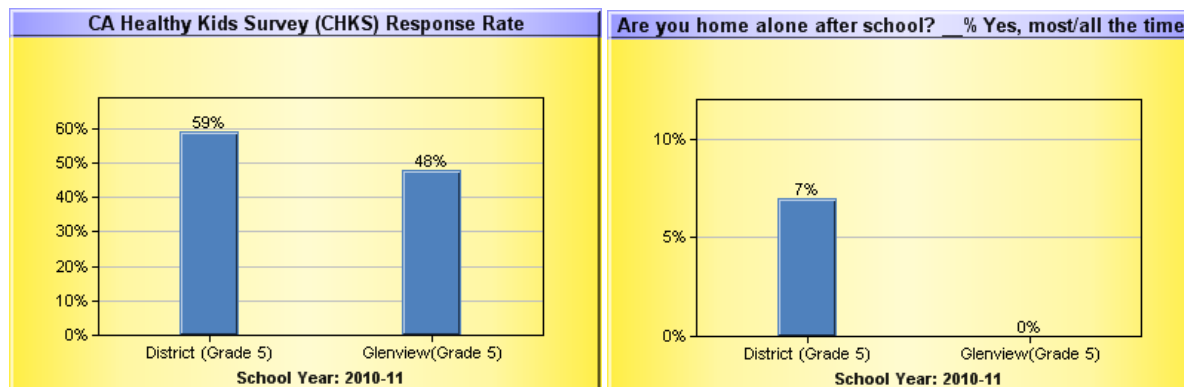
**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

**From OUSD Strategic Plan:**

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day offering students and families learning opportunities before and after school, on weekends, and during the summer.



**School Data**

- Glenview has numerous partnerships to extend the learning hours and offer remediation and enrichment. These include BACR, Sylvan, Glitter and Razz, just to name a few.

**Theory Action**

- Glenview strives to offer many on site opportunities to students to enhance the learning experience. It is important that these programs encourage powerful interactions between young people.
- The PTA has pledged minimally \$5000 to support scholarships so that all children may attend enrichment classes who desire.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Identify additional ways to communicate information about afterschool programs and enrichment		All Students			5/2/2012	119SQI1F3218	Promote afterschool opportunities	N/A			0	\$0.00

offerings to the parent community.												
Encourage integration opportunities between after school programs and strengthen opportunities during school.		All Students			5/2/2012	119SQ11F3221		N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

#### School Quality Standards relevant to this Strategic Priority

A quality school...

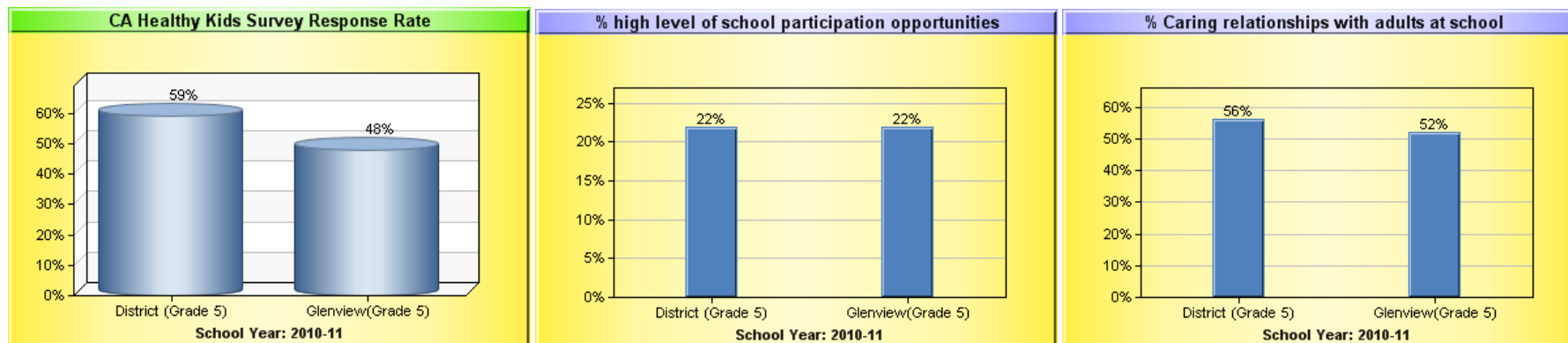
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

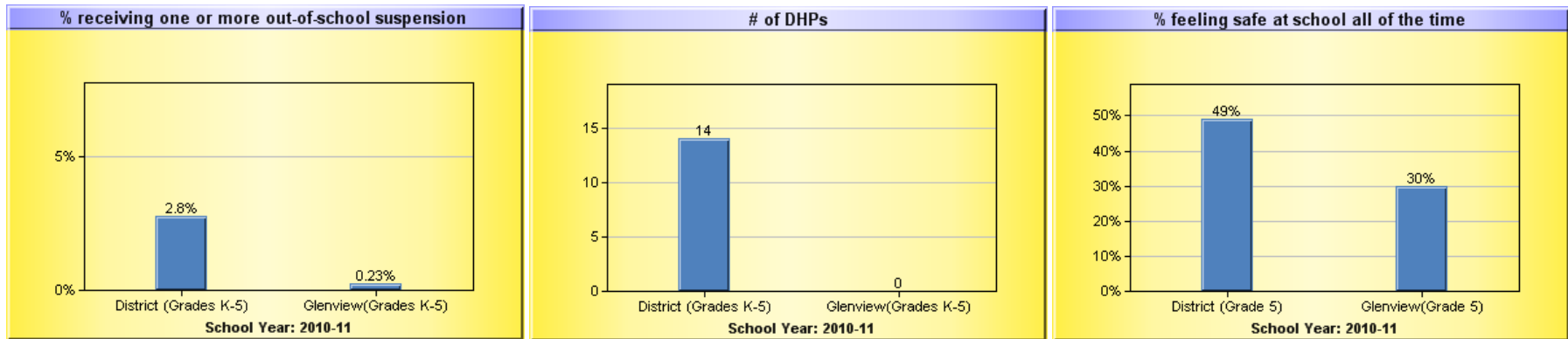
#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





**School Data**

- Glenview currently has no DHP referrals. On average there are 3-5 suspensions per year.

**Theory Action**

- An essential part of strong school culture is a person to manage the various programs and providers to ensure congruence with the school vision. At Glenview we are integrating Restorative Justice and Roots of Empathy.
- We have designed and are implementing a comprehensive girls based program and are piloting a similar boys program.
- We have begun an intensive home visit program designed to engage families who have been distanced from the school environment for a variety of reasons.
- We strive to offer a wide range of social opportunities for families to come together and find common ground.
- We provide an array of activities for students to demonstrate leadership and have voice on campus. These include Student Families, Buddy Classes, Cross-Age mentoring, and many more.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire a Social/Emotional Consultant to offer Tier 3 direct services to students/families in need, coordinate the SST process and track subsequent interventions, support Tier 1 programs like Welcoming Families, Glitter and Razz, character education, and Restorative Justice.	CHKS, Attendance, Referral Rates, Anecdotal Feedback	All Students			5/17/2012	119SQI2A688	Hire a Social/Emotional Consultant	3010-Title I	5825-CONSULTANTS		0	\$48,000.00
Expand "What is a Family" program.	Surveys, Office referrals	All Students			5/17/2012	119SQI2A3231		N/A			0	\$0.00
Maintain varied student leadership development opportunities, including crossing guards, HEROs, student families, cross grade reading and buddy activities, student giving and volunteer		All Students			5/17/2012	119SQI2A3234		N/A			0	\$0.00

activities.												
Develop Service Learning Program to promote community engagement and understanding of the importance of global citizenship.		All Students		5/17/2012	119SQI2A3235	Provide materials for Service Learning Day	3010-Title I	4310-SUPPLIES		0	\$199.99	
Develop Service Learning Program to promote community engagement and understanding of the importance of global citizenship.		All Students		5/17/2012	119SQI2A3742	Provide materials for Service Learning Day	7090-EIA - SCE	4310-SUPPLIES		0	\$491.67	
Implement student leadership activities that create community and opportunities for students to practice leadership.	Student Report	All Students		5/17/2012	119SQI2A3739	Supplies for Community Building Activities	3010-Title I	4310-SUPPLIES		0	\$26.99	
Implement student leadership activities that create community and opportunities for students to practice leadership.	Student Report	All Students		5/17/2012	119SQI2A3740	Supplies for Community Building Activities	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$1,389.81	
Implement student leadership activities that create community and opportunities for students to practice leadership.	Student Report	English Learners		5/17/2012	119SQI2A4571	Supplies for Community Building Activities	7091-EIA - LEP	4310-SUPPLIES		0	\$1,658.14	

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. Health & Wellness

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

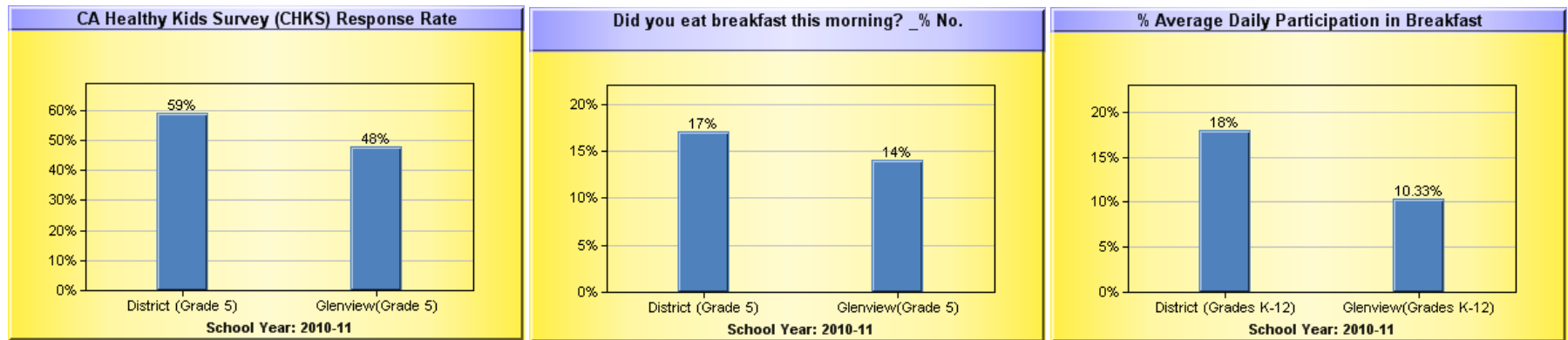
#### School Quality Standards relevant to this Strategic Priority

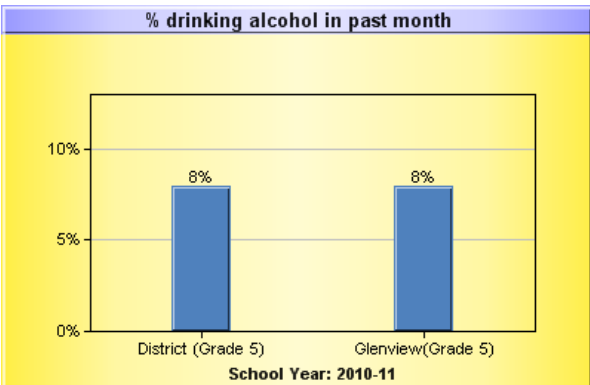
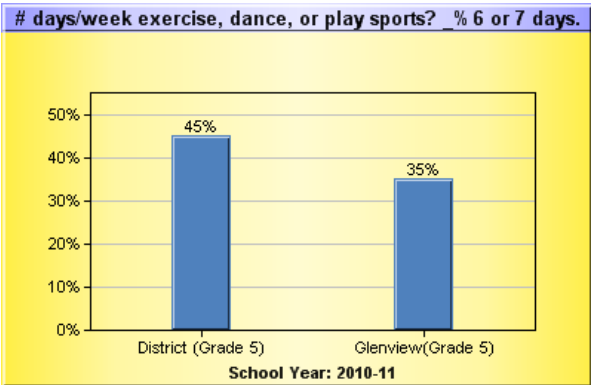
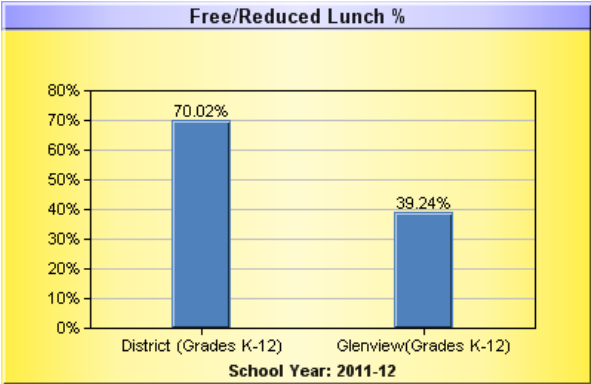
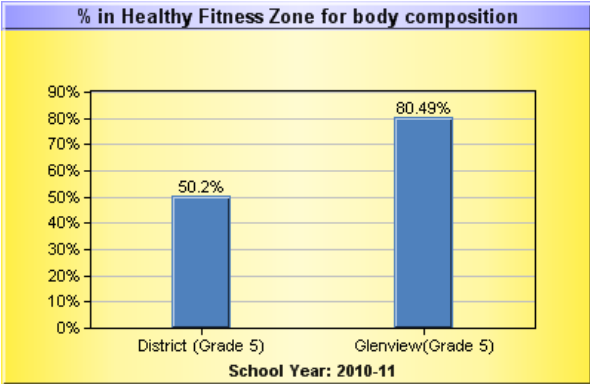
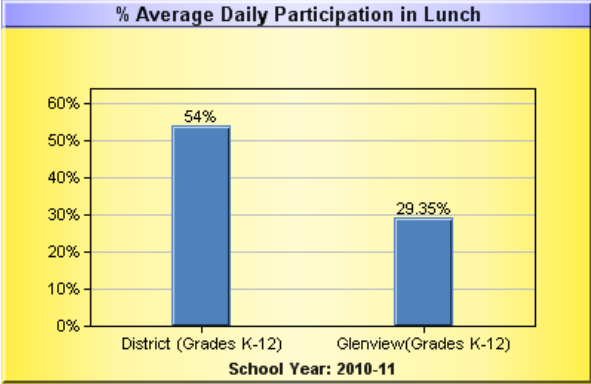
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.







## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

#### School Quality Standards relevant to this Strategic Priority

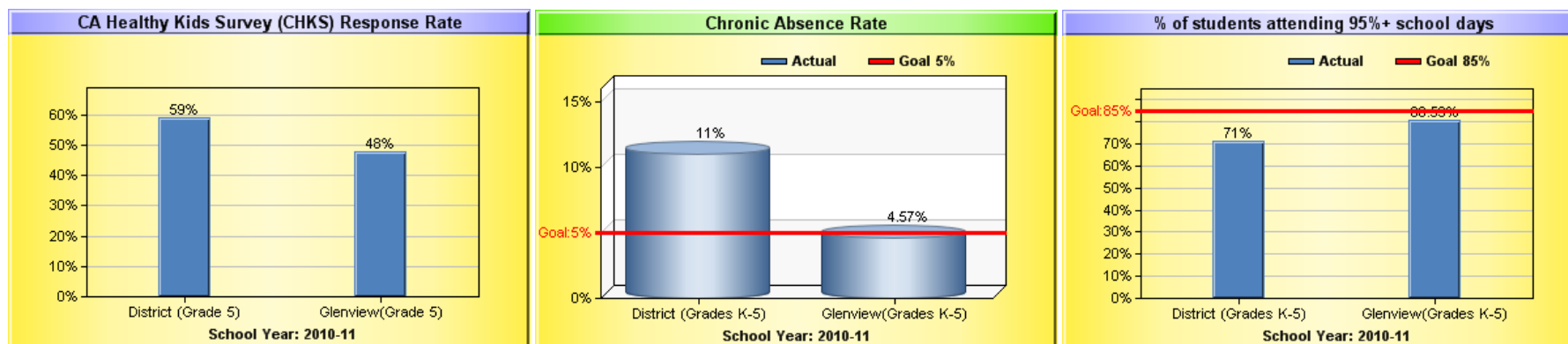
A quality school...

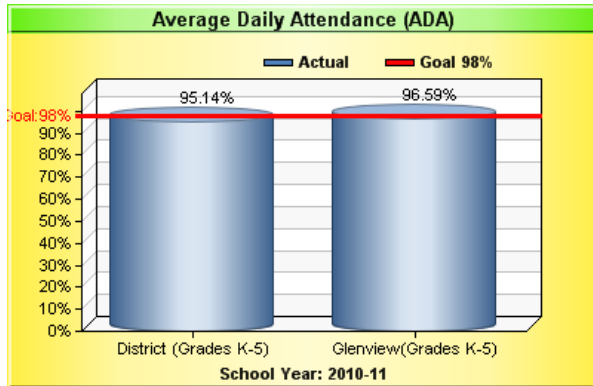
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





#### School Data

- Glenview is currently at or below 5% chronic absence. Our attendance practices are established and uniformly enforced.

#### Data Analysis

- In reviewing the data it appears that we need to focus on the percentage of students who are attending school 95% of days or more. We are 4% points below the district goal.
- Our overall ADA is at 97%. The district goal is 98%. Strategies need to be developed to support attendance practices school wide.

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

#### School Quality Standards relevant to this Strategic Priority

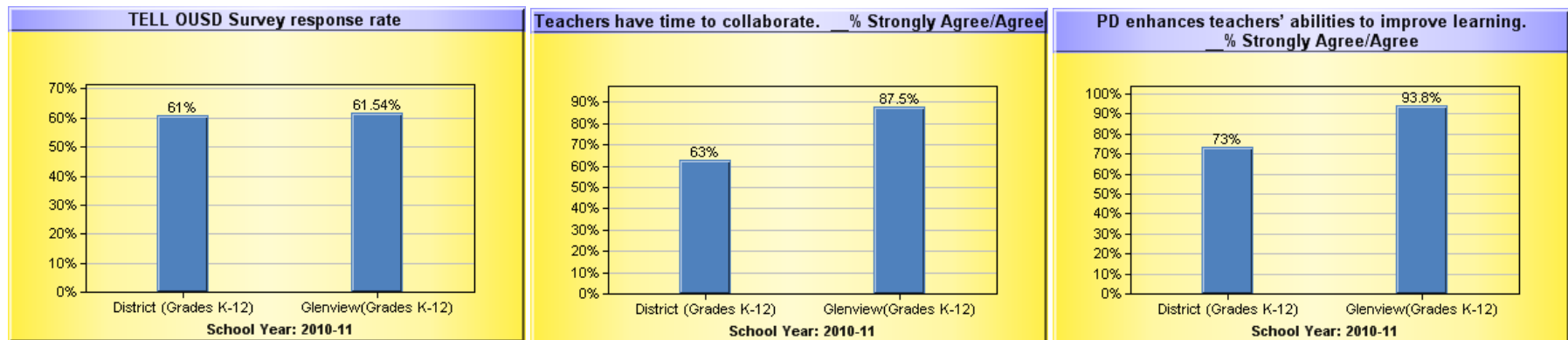
A quality school...

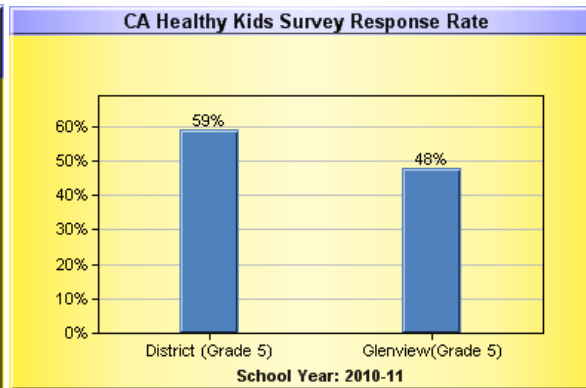
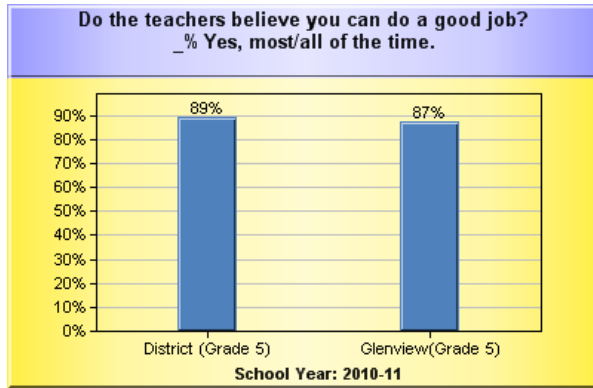
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





**School Data**

- Glenview currently funds two coaches (ELA and Math) through categorical funds. These coaches offer mentoring, modeling, differentiated professional development, and targeted coaching to support improved classroom practices.
- The coaches guide data analysis and assessment of student work to drive high level professional dialog and on-going transformation of practice.

**Theory Action**

- Glenview has many highly effective teachers. Using the expertise within the building, we strive to enhance instruction and student experience in all classrooms.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Video effective instructional strategies to share internally and externally to promote teacher development.		All Students			4/2/2012	119SQI3A3238		N/A			0	\$0.00
Support collaborative teaching model to allow for increased planning time for teachers to develop subject area expertise.		All Students			4/2/2012	119SQI3A3239		N/A			0	\$0.00

## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

**School:** Glenview Elementary

**Principal:** NATALIE TOVANI-WALCHUK

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

**From OUSD Strategic Plan:**

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

**School Data**

- Glenview implements numerous communication strategies to actively engage families and the broader community including weekly and quarterly principal newsletters, quarterly parent newsletter, and online forum Big Tent.
- There are many active parent groups to attempt to reach the unique interests of stakeholders. The goal is that every family/community member is able to find a niche to connect with Glenview.

**Theory Action**

- Glenview sees its role within the larger context of the city of Oakland. We serve families from all over the city and greatly value connectedness to each of the distinct stakeholder groups in our community.
- A top priority is family engagement through any means necessary. We will meet families wherever they are and work to bring them closer to the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Promote home-school connection around reading and creative writing. This includes resource sharing, parent education, and restructuring the type of homework that is assigned.		All Students			5/2/2012	119SQI4A3242		N/A			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and		All Students			5/2/2012	119SQI4A3244		N/A			0	\$0.00

student specific.												
Prioritize grant writing to support the school's plan and vision.	Grants received	All Students			5/2/2012	119SQI4A3247		N/A			0	\$0.00
Strengthen home-school connection around math instruction (keep parents educated on 'new' math teaching and techniques)	Parent Survey, Student Homework	All Students			5/2/2012	119SQI4A3746		N/A			0	\$0.00
Explore ways to expand grant writing to fund vital school programming.	Grant Writing Success	All Students			5/2/2012	119SQI4A4079		N/A			0	\$0.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

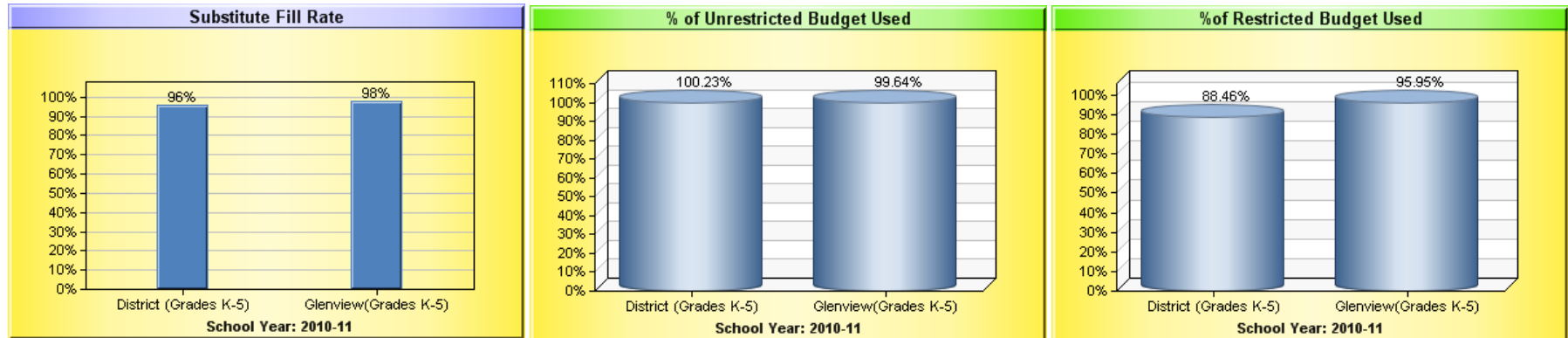
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

#### From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

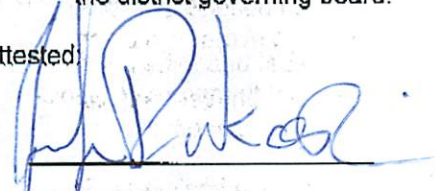
**School Site: Glenview  
Site Number: 119**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 01/18/2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 02/15/2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
 \_\_\_\_\_  
 SSC Chairperson's Signature

Jennifer Rakowski

5/7/2012

SSC Chairperson's Name (printed)

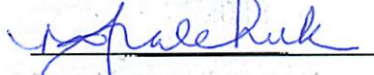
Date

ELAC Chairperson's Signature

N/A

ELAC Chairperson's Name (printed)

Date

  
 \_\_\_\_\_  
 Principal Signature

Natalie Walchuk

5/7/2012

Principal's Name (printed)

Date

Executive Officer's Signature

  
 \_\_\_\_\_  
 Executive Officer's Name (printed)

05/15/2012

Date

Director, State & Federal Compliance Signature

  
 \_\_\_\_\_  
 Director, State & Federal's Name (printed)

6/8/12

Date



## School Site Council Membership Roster – Elementary School

**School Name:** Glenview Elementary

**School Year** 2011-2012

<b>Chairperson:</b> Jennifer Rakowski	<b>Vice Chairperson:</b> Terri Salvatore
<b>Secretary:</b> Annie Patton	<b><u>DAC Representative:</u></b> Jennifer Rakowski

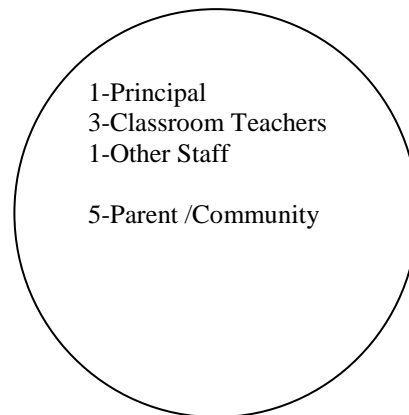
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Natalie Walchuk	4215 La Cresta Avenue, Oakland, CA 94602	X			
Terri Salvatore	4215 La Cresta Avenue, Oakland, CA 94602		X		
Jennifer Brouhard	4215 La Cresta Avenue, Oakland, CA 94602		X		
Linda Morgan	4215 La Cresta Avenue, Oakland, CA 94602		X		
Annie Patton	4215 La Cresta Avenue, Oakland, CA 94602			X	
Jennifer Rakowski	4215 La Cresta Avenue, Oakland, CA 94602				X
Hugh Morrison	4215 La Cresta Avenue, Oakland, CA 94602				X
Laura Eichel	4215 La Cresta Avenue, Oakland, CA 94602				X
Brian Cook	4215 La Cresta Avenue, Oakland, CA 94602				X
Ann Chun	4215 La Cresta Avenue, Oakland, CA 94602				X
<b>DAC Representative</b>					
Jennifer Rakowski	3809 Ardley Ave., Oakland, CA 94602				

<b>Meeting Schedule</b>	September 2011 (none), October 4, 2011, November 16, 2011, December 2011 (none), January 18, 2012, February 15, 2012, March 21, 2012, April 18, 2012, May 16, 2012, June 2012 (none)
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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;
- (4) Parent/community members cannot be OUSD employees at the site.



# Title I School Parental Involvement Policy 2012 - 2013

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

## **Involvement of Parents in the Title I Program**

*Glenview* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan. Parents meet within the first two weeks of school to review current school data and look at the plan as developed by the SSC and stakeholders the previous spring. SSC meetings are held monthly and are open to families to participate in shaping the ever-evolving plan. Surveys are sent home to ensure that those who cannot attend meeting have an opportunity to share their views. Ideas are brought to and edited by the general PTA group.
- Offer a flexible number of meetings for parents. Meetings are held on different days of the week to try to enable the maximum number of parents to participate. Childcare is always provided by the school.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Through individual parent conferences, open parent meetings, and one-on-one outreach (including home visits) parents are informed of individual as well as group progress and have voice to support program shifts.
- Provides parents of Title I students with timely information about Title I programs. Initial meeting is held within the first two weeks of school.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. An overview of student achievement and benchmarks is held at the start of the year in a general meeting. Individual students are conferenced with throughout the year through parent conferences, SSTs, follow-ups, and the sending home of data reports.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Staff and administration are open to meeting whenever a parent requests. Additionally, staff reach out for meetings when students are failing to meet benchmark.

## **School-Parent Compact**

Glenview has jointly developed with and distributed to parents of Title I students a School-Parent 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.

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

Glenview engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress

Glenview offers a wide range of parent learning opportunities to support families as they engage with their children. These include academic and social/emotional topics. Learning opportunities are held at least monthly.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. A wide range of materials and literature are sent home to families to support student learning. Some are sent to the entire school population and others are specifically sent to individual families. These include math manipulatives, literature, flash cards, and much more.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Some parent training are repeated for staff to ensure consistent support and messaging.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Activities of high interest like student performance are often combined with learning opportunities to increase attendance.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Weekly hard copy communication and on-going email and web-based communication keep all families engaged.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. The development of Children's Day is an example of this.

### **Accessibility**

- 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. Many more items are translated, many meetings are simultaneously translated to allow for access.

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. 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 '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.

---

(Principal's Signature)

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(Date)

## Glenview Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

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Teacher

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Parent/Guardian