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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Glenview Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Glenview Elementary School.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Glenview Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Glenview Elementary School
CDS Code: 1612596001853
Principal: Rachel Quinn
Date of this revision:

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Rachel Quinn

Position: Principal

Address: 4215 La Cresta Avenue
Oakland, CA 94602

Telephone: 510-531-6677

Email: rachel.quinn@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/8/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Glenview Elementary School

Site Number: 119

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

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

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

Date(s) plan was approved: 5/8/2023

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

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

Signatures:

Rachel Quinn <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<i>Rachel Quinn</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/25/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Yolanda Harris <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<i>Yolanda O. Harris</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	05/08/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/9/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/9/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: Glenview Elementary School

Site Number: 119

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/4/23 PTA	PTA	PTA Board meeting; principal shared district base staffing and allocations
2/8/23 PTA	PTA	PTA Board meeting; principal shared district base staffing and allocations; proposed and voted PTA contribution to staffing
12/7	PTA	PTA Board meeting; principal shared district base staffing and reviewed current budget and programs
2/9/23 SSC	SSC	SSC meeting; principal shared district base staffing and allocations and well as PTA contribution to staffing. SSC approved budget.
1/12/2023	SSC	SSC meeting; principal shared district base staffing and allocations
12/8/2022	SSC	School Site Council meeting; principal shared district base staffing and reviewed current budget and programs
12/12/2023	Staff meeting	Staff meeting; principal shared district base staffing and reviewed current budget and programs; Staff feedback.
1/23/2023	Staff meeting	Staff meeting; principal shared district base staffing and allocations. Staff feedback.
2/13/2023	Optional Staff meeting	SSC meeting; principal shared district base staffing and allocations, as well as PTA contribution to staffing

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$272,426.43

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$28,140	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$113,040	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$272,426	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$272,426
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Glenview Elementary School

School ID: 119

School Description

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

School Mission and Vision

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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
50.7%	49.1%	9.4%	1.1%	0.2%	0.2%	30.5%	13.5%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
10.8%	43.3%	15.7%	7.4%	0.7%	0.2%	0.2%	16.4%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: By Spring 2024 the average score (DFS) of Glenview's 3rd-5th grade students will be +34 in SBAC ELA and +10 in SBAC Math.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	82.6%	53.9%	<i>not available until Fall 2023</i>	92.6%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	74.0%	63.2%	<i>not available until Fall 2023</i>	84.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	70.0%	73.1%	<i>not available until Fall 2023</i>	80.0%

English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	18.2	n/a	26.2	<i>not available until Fall 2023</i>	33.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	51.2%	47.5%	<i>not available until Fall 2023</i>	61.2%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-9.9	n/a	-0.2	<i>not available until Fall 2023</i>	25.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	47.2%	<i>not available until Fall 2023</i>	40.0%
CAST (Science) at or above Standard	All Students	50.7%	n/a	50.0%	<i>not available until Fall 2023</i>	50.7%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.						
School Goal for Targeted Supports for Focal Student Groups: By Spring 2024 the average score (DFS) of Glenview's 3rd-5th grade Special Education and African American grade students will increase by +10 SBAC ELA and +15 in SBAC Math.						
Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-100.5	n/a	-39.3	<i>not available until Fall 2023</i>	-50.5
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-59.3	n/a	-30.3	<i>not available until Fall 2023</i>	-34.3

i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	31.0%	18.8%	<i>not available until Fall 2023</i>	41.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-95.7	n/a	-49.8	<i>not available until Fall 2023</i>	-70.7
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-90.8	n/a	-76.0	<i>not available until Fall 2023</i>	-60.8
Reclassification Measures & Annual Targets		<i>*Complete Part 1 of ELD Reflection</i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.0%	10.0%	34.5%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	N/A

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

School Goal for Student & Family By Spring 2024 95% of Glenview's 5th grade students will answer "yes" to **Engagement:** CHKS questions like "I feel close to people at this school" or "I am happy to be at this school."

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	73.3%	89.1%	76.4%	<i>not available until Fall 2023</i>	95.0%
Out-of-School Suspensions	All Students	0.2%	n/a	0.0%	<i>not available until Fall 2023</i>	0.2%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	5.3%	5.6%	20.5%	<i>not available until Fall 2023</i>	10.0%

Chronic Absenteeism	African American Students	9.0%	18.9%	37.0%	<i>not available until Fall 2023</i>	30.0%
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal for High-Quality Staff: By Spring 2024 90% Glenview’s staff will return to Glenview.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	83.3%	87.5%	87.2%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	<p>ELA: Our scores went up since before Covid to DFS +26pts</p> <p>Math: DFS went from -9.9 to -.02 (9.7 point gain), 3rd grade made a 33 pt. improvement, gains across all grade levels</p>	<p>The adoption of a coherent, standards based ELA curriculum allows teachers to articulate standards between grade levels.</p> <p>Weekly collaboration time (through EEIP and STIP teachers) in addition to whole staff PDs allows teachers to look at student data and calibrate instruction.</p> <p>Formative assessments allow teachers to target instruction to student needs.</p> <p>Attention to foundational literacy skills in the early grades leads to fewer students needing intervention in the upper grades.</p>
<i>LCAP Goal 2: Focal Student Group Supports</i>	<p>ELA: For AA students the SBAC DFS went from -59.3 to -30.3 (29 pt gain)</p> <p>For SPED students SBAC DFS went from -100.5 to -39.3 (61.2 pt gain)</p> <p>Math: For AA students the SBAC DFS went from -90.8 to -76 (14.8 pt gain)</p> <p>For SPED students the SBAC DFS went from -95.7 to -49.8 (45.9 pt gain)</p>	<p>PLC structure builds in time to look at disaggregated student data.</p> <p>STIP substitutes allow release time for data conferences with principal.</p> <p>STIP release time to allow Gen Ed teachers to collaborate with SPED staff</p> <p>Blended learning resources like iReady allow teachers to differentiate instruction with students.</p>

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>CHKS: 72.4% of all 5th graders responded "yes' to the CHKS question "I am happy to be at school." 85.7% of African American 5th graders responded "yes' to the CHKS question "I am happy to be at school."</p>	<p>Attention to schoolwide SEL curriculum and PBIS supports helps students stay regulated and feel connected. PBIS and SEL concerns are standing agenda items for grade level PLCs. Weekly school assembly and daily classroom meetings build connection and inclusion for all students. Principal works in bimonthly partnership with parent groups to organize joyful schoolwide activities, such as Fall Carnival, Readathon, and music enrichment for every grade level.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Retention: Glenview has one of the district's highest 3 year average teacher return rates at 71.7%</p>	<p>PLC structure supports teachers by sharing workload and support. Principal works with PTA to create equity based budgets that include enrichments so that teachers can meet in PLCs Teachers are supported with tier 2 and tier 3 structures-- COST, Reading intervention, SEL supports like Check-In Check-Out Teachers have leadership opportunities such as the Culture and Climate team, ILT, and social committee</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Lower grade ELA: Kinder iReady at or above mid-grade scores went down from 74% to 63.2%% 1st iReady at or above mid-grade scores went down from 83% to 53.9% Math -.2 DFS</p>	<p>Instability with kinder staffing interfered with rolling out the use of iReady in kindergarten. Tier 2 behavior needs with kinder students took focus and attention making it difficult to work with small targeted groups. 1st grade students had spent all of kindergarten in distance learning and were behind in foundational skills. Until 2022-23 school year the adopted math curriculum was inconsistently taught to students resulting in missing math skills between grade levels.</p>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>AA ELA: DFS -30.3 AA Math: DFS -76 SPED ELA: DFS -39.3 SPED Math: DFS -49.8</p>	<p>As a group African American students miss more instruction-- chronic absenteeism 36.1% in 2021-22 Implicit bias may contribute to the belief that AA students cannot catch up to peers. Implicit bias may preclude teaches from seeing parents as partners in accelerating student progress As a group SPED students miss more instruction-- chronic absenteeism was 40% in 2021-22 Staff need professional development on strategies to meet students with IEP needs in Gen Ed classrooms Staff need release time to meet with SPED team to review student data and needs. Caseloads for RS teachers too high to adequately meet the needs of students, meet all paperwork deadlines, and collaborate with Gen Ed teachers.</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Chronic Absenteeism all: 20.4% Chronic absenteeism AA: 37%</p>	<p>Distance Learning and COVID guidelines have shifted the culture of attendance at school- more students are kept home for illnesses than before 2020 AND more families want flexibility around taking time off</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Staff Retention: Financial pressure on staff with high cost of living in Oakland (especially newer staff members) Difficulty filling support staff positions Staff CHKS: There was a 21.7% drop in a positive response to: How many adults at this school feel a responsibility to improve this school? (69.2% believe most adults feel a responsibility to improve the school) There was a 17.9% drop in a positive response to: This school promotes trust and collegiality among staff. (81.2% believe the school promotes trust and collegiality).</p>	<p>Salaries and benefits in Oakland need to be competitive with surrounding school districts. For support positions, salaries need to be competitive with other entry level jobs outside of education. The stresses of returning from Distance Learning and long-term staff absences or vacancies caused much stress on the system and allowed for less time for staff to review and take ownership of schoolwide data. Personal stresses overwhelmed the social committee; staff had less time to socialize together.</p>

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

1E: RESOURCE INEQUITIES

Access to direct services of counseling

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Glenview Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

*The 2nd year of staff through ESSER funds has allowed us to have a .6 TSA to run our reading intervention program and train academic mentors.

*We were able to use PTA funds to provide essential counseling to students through our counseling interns,

* In-person Parent-teacher conferences,

*We have a schedule that should allow for teachers to have release time twice a week for PLCs and GLPs--however, due to the shortage of substitutes, these times are frequently missed since we need to cover classrooms,

*Our 2022-23 PD time is dedicated to unpacking the new Math curriculum,

*Our 2022-23 PD time has also focused on student behavior so that classrooms are calm and teachers are able to work with whole class and in small groups for differentiation

*Daily SEL time through classroom meetings, and weekly recognition at school-wide assembly contribute to an inclusive culture where students are able to peacefully attend school.

*Not having one point person hold the SEL and PBIS work means that plans are sometimes rushed or scuttled. Staples of our school culture, like RJ, do not always feel successful

* Post pandemic student dysregulated behavior has increased to such an extent that we have pivoted to provide more PD for teachers. We are seeing academic challenges as a result of behavioral and attention challenges

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

- * Weekly collaboration time allows teachers to support each other and not work in isolation. It also builds in accountability because teachers share their classroom data with each other.
- * COST meets once a week with a multidisciplinary team-- SPED, administration, intervention coordinator, TSA
- * Students who need phonics or comprehension intervention go to Reading Club, including SPED students who get a "double dose" of differentiated support.
- * Teachers are very happy with the newly adopted Math Curriculum and use their weekly PLC time to look at the checks for understanding together.
- * More teachers understand the principles of behavioral intervention, using a functional behavior lens.
- * 51 students are served in our Reading Intervention program
- * *We current serve over 20 students through small group or 1:1 counseling,
- * 100% of our families were scheduled for fall conferences which helps build relationships with families and let them know how their children are in relation to the standards,
- * We have a strong, happy, school culture.

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

- * Due to our increased understanding of how behavior impacts a students ability to access instruction, and a teachers ability to attend to all their students, we see a need for increased SEL coaching and support.
- * We would like to know more about and implement more effective math intervention
- * Chronic absences continue to be a challenge. We are looking for ways to increase positive relationships with families of students with poor attendance to encourage them to overcome the barriers to attending school.
- * Looking to build capacity of the Attendance Specialist to hold SART meetings with families.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
N/A				

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Glenview Elementary School

School ID: 119

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Mathematics

School Theory of Change:

If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, IABs, SBAC).

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will implement district adopted math curriculum	Observation and feedback	Students scoring at benchmark in district-wide assessments will increase		Tier 1
1-2	Teachers will use weekly common formative assessments	Observation and feedback	Students scoring at benchmark in district-wide assessments will increase		Tier 1
1-3	Blended learning platforms (iRead) will be used to target missing skills	Provide Professional Development	Platform usage reports		Tier 1
1-4	Teachers will backwards plan using new curriculum and pacing guide	Provide grade level collaboration time	Lesson plans and PLC agenda		Tier 1
1-5	Teachers will use assessment data to identify students who need prerequisite skills and preteach lessons	Provide PD on using curriculum embedded pre-assessments (Equip/EFKs)	PD agendas, Students scoring at benchmark in district-wide assessments will increase		Tier 2

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

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

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		SEL, attendance, suspension, connectedness, PBIS (focus on PBIS most) COST			
School Theory of Change:		If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	All teachers implement explicit SEL curriculum (Toolbox)	Principal will engage in regular observation and feedback	Students and staff use Toolbox language, decrease in URFs		Tier 1
3-2	All teachers teach explicit PBIS lessons for classrooms and common spaces	Principal will engage in regular observation and feedback	PBIS posters displayed in common spaces, PD time dedicated to planning PBIS lessons		Tier 1
3-3	All classes have classroom meetings for community building	Principal will engage in regular observation and feedback	Daily schedules posted		Tier 1
3-4	Teachers use the COST process after trying Tier 1 interventions	Weekly COST meetings	Calendar, agendas, OUSD Force COST tracker		Tier 1-3
3-5	Teachers refer students to mental health resources through COST referral system	Mental Health Interns work with students	Calendars, COST notes		Tier 2
3-6	Teacher refer student to COST	Release time to support Check in-Check Out	COST notes		Tier 2
3-7	Teachers fill out Universal Screener 2 times a year.	Implement Universal Screener	Calendar, survey results		Tier 1

3-8	Students will do a weekly online emotional well-being check in (Sown to grow)	Professional Development time to get familiar with the app; 10 minutes weekly PLC time to review StG data.	Sown to Grow reports		Tier 1
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Professional Development
School Theory of Change:	If consistent high quality professional adult learning (PD and PLC) is provided for all teachers and teachers are engaged in Cycles of Inquiry, then teachers will be better able to implement coherent and standards aligned curriculum thus improving student outcomes
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1		ILT will design PDs based on teacher feedback and observable instructional needs.	PD feedback forms and ILT agendas/notes		Tier 1
4-2	Teachers will develop and communicate clear Language and Learning Objectives for every lesson	Principal will engage in regular observation and feedback	Daily schedules with objectives, observation notes.		Tier 1
4-3	Teachers will participate in peer observations of collaboratively planned lessons	Principal will engage in regular observation and feedback	PD plan with peer observation cycle		Tier 1

4-4	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language. Teachers will have weekly 50 min. PLC time to collaborate around standards based curriculum and assessments.	PLC agendas		Tier 1
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Decrease opportunity gap for Black students
School Theory of Change:	If we provide differentiated and targeted instruction to our African American students who are scoring below grade level, and as a staff examine our implicit biases that may be impacting our expectations for our Black students, then we will see an increase in both math and ELA for our African American Students.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Each teacher will connect with their African American families at the beginning of the year to have a "hopes and dreams" conversation.	Glenview calendar will include minimum days at the beginning of the year for 1:1 family meetings	Calendar, meeting agenda template		Tier 1
5-2	Time will be built into Math and ELA instructional blocks for teachers to work with small groups on targeted skills.	PLC time will be provided for teachers to review disaggregated classroom data and plan for differentiated instruction.	PLC agenda, data conference notes		Tier 2

5-3	Teachers use the COST process after trying Tier 1 interventions	COST will prioritize historically underserved Black students for Reading Intervention program when assigning pull-out intervention schedule	Reading Intervention roster, COST notes		Tier 2
5-4	Teachers will participate PD about implicit bias	PD will be provided to help teachers examine implicit bias	PD agenda		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	English Learner Reclassification
School Theory of Change:	If we provide explicit and systematic English Language Development based using the D-ELD lessons aligned to EL Education, and base our learning targets on evidence from ELPAC data and student writing samples, and provide PD and PLC time to look at student language samples and unpack language demands, then we will see an increase in the number of EL students reclassified.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

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

6-4	Teachers prioritize instructional time to include attention to building students academic language, using multiple strategies for student talk.	PD and PLC time to identify student talk and vocabulary building strategies.	PLC agendas, lesson plans that include oral language opportunities.		Tier 1
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PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 119

School: Glenview Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Subs for Release Days	\$15,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Teachers will backwards plan using new curriculum and pacing guide	119-1
STIP Teacher	\$95,965	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	3667	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Observation and feedback	119-2
Supplies	\$26,140	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers implement district-adopted Language Arts curriculum	119-3
Copier Maintenance	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will implement district adopted math curriculum	119-4
10-Month Classroom Teacher on Special Assignment (TSA)	\$111,562	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1989	10-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	119-5
Supplies	\$1,478	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Teachers will use weekly common formative assessments	119-6
Librarian	\$46,593	Measure G, Library Support	1205	Certificated Pupil Support Salaries	New	Librarian	0.35	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	PLC time will be provided for teachers to review disaggregated classroom data and plan for differentiated instruction.	119-7

Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$78,553	PTA/PTO Donations	1105	Certificated Teachers' Salaries	6214	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	PLC time will be provided for teachers to review disaggregated classroom data and plan for differentiated instruction.	119-8
STIP Teacher	\$83,421	PTA/PTO Donations	1105	Certificated Teachers' Salaries	8672	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Release time to support Check in-Check Out	119-9
10-Month Classroom Teacher on Special Assignment (TSA)	\$27,891	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	1989	10-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	119-10
10-Month Classroom Teacher on Special Assignment (TSA)	\$38,057	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	8671	10-Month Classroom Teacher on Special Assignment (TSA)	0.35	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teacher refer student to COST	119-11
Extra Hours Classified	\$20,000	PTA/PTO Donations	2922	Other Classified Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will use weekly common formative assessments	119-12
Academic Mentors	\$22,000	PTA/PTO Donations	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers use the COST process after trying Tier 1 interventions	119-13
Mental Health Interns	\$20,000	PTA/PTO Donations	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers refer students to mental health resources through COST referral system	119-14
Early Literacy Tutor	\$20,106	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	4908	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will use weekly common formative assessments	119-15

Early Literacy Tutor	\$20,106	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	4908	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Time will be built into Math and ELA instructional blocks for teachers to work with small groups on targeted skills.	119-16
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Glenview ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Yolanda Harris
Vice Chairperson:	Kenya Latimore
Secretary:	Jessica Coulson

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Rachel Quinn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lisa walker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Louise Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Thomas Witte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Bea Fowlkes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jessica Coulson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Yolanda Harris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Kenya Latimore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sarah Rothe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Ellen Meza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	2nd Thursday at 6:00 on zoom ID: 81093403080 Passcode: HfrhQ9hg
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members