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WITHDRAWN

Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Glenview Elementary School



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

2019-2020 School Plan for Student Achievement (SPSA)

WITHDRAWN

School: Glenview Elementary School
CDS Code: 1612596001853
Principal: Rachel Quinn
Date of this revision: 5/9/2019

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
Address: 4215 La Cresta Avenue
Oakland, CA 94602

Position: Principal
Telephone: 510-531-6677
Email: rachel.quinn@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/9/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Glenview Elementary School

Site Number: 119

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input 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 (ASES) | <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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5-9-2019

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

<u>Rachel Quinn</u> Principal	<u>Rachel Quinn</u> Signature	<u>5-9-2019</u> Date
<u>Maureen Whalen</u> SSC Chairperson	<u>Maureen Whalen</u> Signature	<u>5-9-2019</u> Date
<u>LaResha Martin</u> Network Superintendent	<u>LaResha Martin</u> Signature	<u>5/20/19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>MURPHY OTIS</u> Signature	<u>5/21/19</u> Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/10/2018	Staff	Input on goals and budget priorities
1/13/2019 and 1/16/2019	PTA	Leverage PTA support with discretionary and supplemental funds to fund positions
1/28/2019	ILT	Review staff input and align goals with budget
1/14/2019	Staff	Prioritizing discretionary, supplemental, and Title 1 budget
1/10/2019	SSC & SELLS combined	Shared rationale and overview of site plan, as well as draft of goals. Approval for use of Title 1 funds on a TSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$37,517.06
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	\$450,029.00

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)	\$36,809.66	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$53,703.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$707.40	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$115,778.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$13,044.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$37,517.06	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$288,073.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$325,590.06
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Glenview Elementary School

School ID: 119

School Description

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

School Mission and Vision

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Overall DF3 (Distance from Standard) is 16.2 for SBAC ELA	Facilitated PLC time for teachers to use data to drive instruction
African American students at or above standard in SBAC ELA grew 4.3%	Facilitated PLC time for teachers to use data to drive instruction, small group responsive teaching
55.7% made one or more years of growth in SRI from Fall to Spring of 2017-18	Leveled libraries in classroom to complement Reading Workshop, LLI (Leveled Literacy Intervention) intervention
When looking only at F&P data, the achievement gap is not as stark. EOY F&P for African American students at or above grade level was 73.1% and for white students 92.7%	Students at Glenview love to read and there is a strong culture of reading here with robust leveled classroom libraries
Priority Challenges	Root Causes of Challenges
Persistent achievement gap between our African American and white students- 2017-18 SBAC DF3 ELA for African American students is -46	While we have prioritized looking at focal student data in our PLCs, we are not always implementing culturally responsive practices in our instruction. In addition, the F&P assessment is oral and lacks the rigor that is required for written responses that mirror the rigor of SBAC
2017-18 SBAC DF3 Distance from Standard) Math for African American students was -52.9	Teachers need tools to accurately diagnose where mathematical understanding is breaking down for students and to develop differentiated lessons designed to accelerate mathematical learning.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	<i>We will decrease the chronic absenteeism rate of students in our sub groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth) by 3%</i>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	72.84%	77.80%	82.80%
Suspensions	African-American Students	-2pp	3.96%	2.00%	1.00%
Suspensions	Students with Disabilities	-2pp	1.64%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	10.53%	8.50%	5.50%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	<i>Within three years, we will decrease the achievement gap in Language Arts between white students and our sub. groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth) by 15 points.</i>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	16.2	26.2	41.2
ELA SBAC	Students with Disabilities	+20 points DF3	-85.9	-65.9	-50.9
ELA SBAC	African-American Students	+20 points DF3	-46	-26	-11

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	<i>Within three years, we will decrease the achievement gap in Math between white students and our sub. groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth) by 15 points</i>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	9.4	19.4	34.4
Math SBAC	Students with Disabilities	+20 points DF3	-70.6	-50.6	-35.6
Math SBAC	African-American Students	+20 points DF3	-52.9	-32.9	-17.9

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	<i>We will maintain the reclassification rates at or above 20%.</i>				
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Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	23.33%	16.00%	20%%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	N/A	N/A
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	100% students grow a year or more in reading each year.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	55.71%	74.50%	79.50%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	14.76%	9.80%	4.80%
K at or above Benchmark	All Kindergarten Students	+5pp	83.33%	88.33%	93.88%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	80.28%	85.28%	90.28%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Glenview Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		Within three years, we will decrease the achieve gap between white students and our sub. groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth)			
Theory of Action for Language & Literacy:		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 receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		22.3	16.2
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Teachers meet in weekly PLCs that are facilitated by the TSA where they look at data and collaborate to design formative assessment and lesson plans to meet student needs. PD cycles are focused on small group instruction, student goal setting and monitoring their own progress.					
What evidence do you see that your practices are effective?					
Data from first round of ELA IABs shows increase in ELA scores, Notes from PLC meetings show PLCs are data and student centered.					
What are some possible implications for your 2019-20 SPSA?					
Providing facilitated time for collaboration and PD targeted on small group differentiated instruction is helping improve teaching practice and student outcomes.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		Within three years, we will decrease the achieve gap between white students and our sub. groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth)			

Theory of Action for Standards-Based Instruction:	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, SMI, SBAC).		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	26.6	9.4
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Teachers meet in weekly PLCs that are facilitated by the TSA where they look at data and collaborate to design formative assessment and lesson plans to meet student needs. PD cycles are focused on small group instruction, student goal setting and monitoring their own progress. In addition there is a new 5th grade teaching team with experience in collaborating and designing complex math tasks. The 4th grade team, where we had a drop in math scores in 2017-18, has more experience now with pacing and grade level standards.			
What evidence do you see that your practices are effective?			
Fall Math IAB scores: DF3 3rd +49, 4th -1. 5th -24			
What are some possible implications for your 2019-20 SPSA?			
Providing facilitated time for collaboration and PD targeted on small group differentiated instruction is helping improve teaching practice and student outcomes. We also need to figure out a way to provide math intervention.			
18-19 Conditions for Student & Adult Learning Priority:	Social-Emotional Learning		
June 2021 Conditions for Student & Adult Learning Goal:	We will eliminate the attendance rate gap between our white students and our sub groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth).		
Theory of Action for Conditions for Student & Adult Learning:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	African American	96.0%	89.47% (satisfactory and at-risk)

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

This year we had a targeted PD cycle to align our PBIS practices school wide. Unfortunately we lost a key staff person, our RJ coach, who held a lot of this work. It has been difficult to get ahead of student to student conflict, especially in the upper grades.

What evidence do you see that your practices are effective?

We currently have a 0% suspension rate, students report that PE, Art, and Makers Space are highlights of their day increasing their connections to school.

What are some possible implications for your 2019-20 SPSA?

We do need to have some Tier 2 mental health services for students, and maintain our "specials" classes.

18-19 Conditions for English Language Learners Priority:	English Learner Reclassification		
June 2021 Conditions for English Language Learners Goal:	We will maintain the reclassification rates at or above 32%.		
Theory of Action for Conditions for English Language Learners:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	35.0%	23.30%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

ELL students who are below grade level in reading 1st-5th are in the LLI intervention program.

What evidence do you see that your practices are effective?

We have a consistent reclassification rate. However, there are students in the 4th grade who have not yet reclassified and we need to target them more intensively to improve reading and writing.

What are some possible implications for your 2019-20 SPSA?

We need to have some PD/ PLC time for teachers to dig into their EL students' data, and use it to improve content language objectives.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

At our December SSC meeting, we increase portion of TSA salary paid for out of Title 1 funds from 35% to 40% for a cost of \$8179.71. This allowed us to use more of our LCFF Supplemental funds to pay Extra Time for tutoring in our Leveled Literacy Intervention Program.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Glenview Elementary School

School ID: 119

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Social-Emotional Learning
School Theory of Action:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal(s):	We will decrease the chronic absenteeism rate of students in our sub groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth) by 3%
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, and is inclusive of student voice. Specifically, teachers will implement PBIS, RJ and Toolbox in their classrooms	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Culture and climate team and COST teams will have a calendar, agenda, notes
1-2	T4: Teachers engage African American and Latino families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of three of family engagement workshops	Attendance and agendas at family engagement workshops
1-3	T3: Teachers will have a daily SEL block to support positive school and classroom culture.	O7: Principal monitors the effectiveness of School Climate and Culture expectations. (e. g. Climate Plans, Culture and Climate Team and COST)	Class daily schedules will include an SEL block

1-4	T4: Teacher engage families in a variety of ways around achievement. For example, teachers will support multiple forms of community engagement such as Open House, Back to School Night, classroom volunteers, weekly parent communication, with particular focus on including and engaging EL, Latino, AA, Special Education students, homeless, newcomer, and low SES families	O8: Principal monitors scheduling and effectiveness of school community engagement	Weekly newsletters/emails, attendance at events
1-5	Teachers will discuss importance of attendance TK/K families with a TK/K Spring classroom visit for entering students, summer playdates, and August Ice cream social.	Principal will disseminate attendance info. to entering TK/K families	Agendas, calendars, flyers and attendance taken at transition events.
1-6	Teachers and support staff will provide additional outreach and support to foster youth through positive relationship building, monitoring and assessment and communication with family.	COST team will monitor foster youth support and provide strategies to teachers	COST agendas

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Action:	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, SMI, SBAC.
Related School Goal(s):	Within three years, we will decrease the achievement gap in Math between white students and our sub. groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth) by 15 points
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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2-1	<p>T1: 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.</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning</p> <p>O1: Principal and Leadership team monitors and provides accountability regarding implementation of standards based instruction, rigorous academic standards and tasks.</p>	<p>Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.</p>
2-2	<p>T2: 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.</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p> <p>O2: Site leadership strengthens, models and monitors the knowledge and skills of teachers regarding evidence based differentiation practices and teacher feedback</p>	<p>Teachers will choose focus students from sub. groups including EL, Latino, AA, Special Education students, and low SES students and identify benchmark data that will be monitored throughout the year.</p>
2-3	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with particular focus on EL, newcomer, Latino, AA, Special Education students, homeless and foster youth, and low SES families.</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p> <p>O3: ILT will lead cycles of inquiry; monitors execution of data-driven instruction, and disseminates proven practices across grade levels</p>	<p>Attendance will be collected at school wide events, agendas and calendar will be established at the beginning of the year and shared with staff and families.</p>

2-4	<p>T5: 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.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops especially for EL, Latino, AA, Special Education students, newcomer, homeless, foster youth and low SES families.</p>	<p>Attendance will be collected at school wide events, agendas and calendar will be established at the beginning of the year and shared with staff and families.</p>
2-5	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on with particular focus on strategies that support EL, Latino, newcomer, AA, Special Education students, homeless and foster youth, and low SES students.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p> <p>O5: ILT, Principal and TSA will strengthen and monitor teacher knowledge around effective teaching and learning practices and ensure time is devoted to evidence based collaborative learning.</p>	<p>Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.</p>
2-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p> <p>O6: Principal will build teacher capacity to develop effective instructional programs through peer collaboration that is aligned to student achievement data and effective teaching practices</p>	<p>Teachers will have weekly 90 min PD/PLC in cycles aligned to content areas with a year long theme of academic language. Plan will be created in June of 2018 and will be monitored by the ILT team at bimonthly ILT meetings.</p>

2-7	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans, with the goal of students attaining academic proficiency in state standards.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers will have weekly 90 min. PD/PLC in cycles aligned to content areas with a year long theme of academic language. Plan will be created in June of 2018 and will be monitored by the ILT team at bimonthly ILT meetings.
2-8	Teachers will review CCSS and instructional plan with TK/K families with at Winter open houses and tours for prospective TK/K families	O8: Principal monitors scheduling and effectiveness of school community engagement	agendas, attendance at meetings
2-9	Teachers will utilize differentiated groups to support the acceleration and differentiated support for GATE students in math.	Principal monitors and supports the implementation of differentiated math to support GATE students.	Learning Walks, PD and PLC focus on differentiation
2-10	Teachers will scaffold and differentiate for students with disabilities in collaboration with Special Education staff.	Principal and special education staff will monitor and support implementation of IEP plans in the classroom with differentiation and scaffolding for students with disabilities.	IEP meetings, PD, learning walks
2-11	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on low-performing students	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed O2: Site leadership strengthens, models and monitors the knowledge and skills of teachers regarding evidence based differentiation practices and teacher feedback	Teachers will choose focus students from sub. groups including EL, Latino, AA, Special Education students, and low SES students and identify benchmark data that will be monitored throughout the year.

2-12	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on low SES</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p> <p>O2: Site leadership strengthens, models and monitors the knowledge and skills of teachers regarding evidence based differentiation practices and teacher feedback</p>	<p>Teachers will choose focus students from sub. groups including EL, Latino, AA, Special Education students, and low SES students and identify benchmark data that will be monitored throughout the year.</p>
2-13	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on homeless and foster youth</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p> <p>O2: Site leadership strengthens, models and monitors the knowledge and skills of teachers regarding evidence based differentiation practices and teacher feedback</p>	<p>Teachers will choose focus students from sub. groups including EL, Latino, AA, Special Education students, and low SES students and identify benchmark data that will be monitored throughout the year.</p>
2-14	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on newcomers and ELs.</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p> <p>O2: Site leadership strengthens, models and monitors the knowledge and skills of teachers regarding evidence based differentiation practices and teacher feedback</p>	<p>Teachers will choose focus students from sub. groups including EL, Latino, AA, Special Education students, and low SES students and identify benchmark data that will be monitored throughout the year.</p>

2-15	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on low-performing students.</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p> <p>O2: Site leadership strengthens, models and monitors the knowledge and skills of teachers regarding evidence based differentiation practices and teacher feedback</p>	<p>Teachers will choose focus students from sub. groups including EL, Latino, AA, Special Education students, and low SES students and identify benchmark data that will be monitored throughout the year.</p>
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<i>District Strategy:</i> Developing LANGUAGE AND LITERACY Across the Curriculum			
School Priority ("Big Rock"):	Literacy		
School Theory of Action:	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 receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).		
Related School Goal(s):	Within three years, we will decrease the achievement gap in Language Arts between white students and our sub. groups (including Latino, EL, African-American, Low SES, Special Ed, Homeless and Foster youth) by 15 points. 100% students grow a year or more in reading each year.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

3-1	<p>T1: 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.</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning</p> <p>O1: Principal and Leadership team strengthens the knowledge of standards based instruction, rigorous academic standards and tasks.</p>	<p>Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.</p>
3-2	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence-based differentiated instruction and prioritize professional development as needed</p> <p>O2: TSA, ILT and principal strengthen, model and monitor the knowledge and skills of teachers regarding evidence-based differentiation practices</p>	<p>Teachers will choose focus students from sub. groups (EL, Latino, AA, Special Education students, homeless and foster youth, newcomers and low SES students).</p> <p>and identify benchmark data that will be monitored throughout the year.</p>
3-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice with particular focus on EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p> <p>O3: TSA, ILT and principal lead cycles of inquiry; monitor execution of data-driven instruction, and disseminate proven practices across grade levels</p>	<p>Glenview will have a monthly SEL goal aligned to Toolbox. Teachers will have a cross grade level SEL buddy class and will have a monthly session with this class. The SEL team will monitor ongoing needs of the school and identify goals for school as they arise.</p>

3-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with particular focus on EL, newcomer, Latino, AA, Special Education students, homeless and foster youth, and low SES families.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p> <p>O4: Principal develops knowledge and skill regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to plans</p>	<p>Glenview will have at minimum Fall Back to School Night, Four Parent Education sessions planned in partnership with PTA, Title I Parent Coffee, Science Night, Black History Family Night, and Spring Open House. In addition, teachers will meet with 100% of parents for Fall conferences. March conferences will be provided to parents of struggling students.</p>
3-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p> <p>O5: Principal and TSA strengthen and monitors teacher knowledge around effective teaching and learning practices and ensures time is devoted to evidence based collaborative learning.</p>	<p>Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas with a year long them of academic language. Teachers will have weekly 50 min. PLC time to collaborate around standards based curriculum and assessments.</p>
3-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on strategies that best support EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p> <p>O6: Principal and Leadership team builds ILT capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>	<p>Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas with a year long them of academic language. Plan will be created in June of 2018 and will be monitored by the ILT team at bimonthly ILT meetings.</p>

3-7	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. O7: Principal monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST)	Grade level and instructional plans for the year will be developed by June of 2018. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.
3-8	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students with a particular focus on (EL, Latino, AA, Special Education students, homeless and foster youth, newcomers and low SES students).	L8: Principal and leadership team monitor and build teacher capacity to to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students. Principal and ILT will model methods and ways to have students set and monitor their own goals.	Goal logs, PD and PLC notes
3-9	Teachers will utilize differentiated groups to support the acceleration and differentiated support for GATE students in ELA.	Principal will monitor implementation of differentiated groups for GATE students in ELA through learning walks.	learning walks, PD, PLCs
3-10	Intervention teachers will provide opportunities for extended learning via Leveled Literacy Intervention program	Principal will monitor implementation of differentiated groups for all students in ELA through learning walks.	learning walks, PD, ILT notes
3-11	Teachers will organize Kindergarten welcome events for families in order to transition students from early childhood programs to elementary school.	Principal will calendar welcome events and support outreach to families	Flyers from outreach for event, sign in sheets.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification
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School Theory of Action:		If we provide explicit and systematic English Language Development based on SRI, the on-demand writing assessments, and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.	
Related School Goal(s):		We will maintain the reclassification rates at or above 20%.	
Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Writing rubrics, sentence stems, and frames will support EL students in growing to their next level	Leadership team will provide time for teachers to analyze ELPAC results in order to identify individual next steps for EL students	Classroom environments will include evidence of sentence stems, frames, and language anchor charts as seen on walk throughs
4-2	Structured and intentional academic language instruction will support students in developing their ideas before they write.	Academic Language will be a year long PD theme that weaves together content focused PD	Student writing process will include time to develop ideas as evidenced through observation, lesson plans, and student interviews.
4-3	ELLs receive intentional academic language development integrated into writing instruction.	Academic Language will be a year long PD theme that weaves together content focused PD	Student writing process will include time to develop ideas as evidenced through observation, lesson plans, and student interviews.
4-4	Teachers use scaffolds to make grade-level and complex material / content comprehensible without simplifying material (amplifying, not simplifying).	In PLCs, TSA will model for and support teachers in creating anchor charts and prompts	PD and PLCs will have accountability "homework" where teachers will create and use scaffolds and then share results with colleagues.
4-5	Teachers take opportunities to highlight how language works in a way that furthers student communication and/or meaning making particularly for EL Students.	PD will include time to read about best practices outside of Glenview and to identify best practices of colleagues	Peer observation and feedback.
4-6	Teachers strategically pair and group students at different English proficiency levels to enable peer scaffolding and support.	Grade level peers will observe each other during instructional time with a focus on language development	Peer observation and feedback.
4-7	Explicit content-language objectives are posted and referenced to guide students' learning.	PD will have specific instruction for teachers on how to write effective content language objectives	PLC and PD agendas and evidence of (CLOs Content Language Objectives) in classrooms.

4-8	Teachers provide multiple opportunities for students to share thinking that deepens their understanding, including use of structured talk protocols.	Planning days will be allocated to allow teachers time to plan units which include intentional opportunities for student structured talk.	Units, PLC agendas, classroom observations
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 119

School: Glenview Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Contract with After School provider	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		Intervention teachers will provide opportunities for extended learning via Levelled Literacy Intervention program	119-1
\$300.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Overall support for academic and social-emotional practices	119-2
\$2,000.00	General Purpose Discretionary	Subs for release time	Goal 3: Students are reading at or above grade level.		n/a		n/a		T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on with particular focus on strategies that support EL, Latino, newcomer, AA, Special Education students, homeless and foster youth, and low SES students.	119-3
\$2,000.00	General Purpose Discretionary	Books other than textbooks to support classroom libraries and intervention	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teachers will utilize differentiated groups to support the acceleration and differentiated support for GATE students in ELA.	119-4
\$5,270.00	General Purpose Discretionary	"Buy Up" .05 of EEIP	Goal 6: Parents and families are engaged in school activities.	1105	Certificated Teachers' Salaries		n/a	0.05	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice with particular focus on EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.	119-5

\$7,417.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices targeting English Language Learners, Foster Youth, and Low-Income Students	119-6
\$8,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	119-7
\$11,000.00	General Purpose Discretionary	ET/OT for Reading Intervention in LLI	Goal 3: Students are reading at or above grade level.		n/a		n/a		Intervention teachers will provide opportunities for extended learning via Leveled Literacy Intervention program	119-8
\$17,716.00	General Purpose Discretionary	.5 Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.50	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans O3: ILT will lead cycles of inquiry; monitors execution of data-driven instruction, and disseminates proven practices across grade levels	119-9
\$1,576.00	LCFF Supplemental	Clerical Sub to allow for release time to participate in COST meetings	Goal 6: Parents and families are engaged in school activities.	2450	Clerical Substitutes		n/a		COST team will monitor foster youth support and provide strategies to teachers	119-10
\$3,953.00	LCFF Supplemental	Other Classified OT, extra time for more yard supervision.	Goal 5: Students are engaged in school every day.		n/a		n/a		L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans O3: ILT will lead cycles of inquiry; monitors execution of data-driven instruction, and disseminates proven practices across grade levels	119-11

\$11,395.00	LCFF Supplemental	.2 STIP sub to provide teacher release for PD	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	0.20	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on with particular focus on strategies that support EL, Latino, newcomer, AA, Special Education students, homeless and foster youth, and low SES students.	119-12
\$11,416.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	119-13
\$11,823.00	LCFF Supplemental	Extended contract for teachers for ILT and SEL work	Goal 5: Students are engaged in school every day.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice with particular focus on EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.	119-14
\$12,787.00	LCFF Supplemental	.2 EEIP PE/SEL teacher	Goal 5: Students are engaged in school every day.		n/a		n/a	0.20	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice with particular focus on EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.	119-15
\$18,380.00	LCFF Supplemental	Academic Mentor (substitute hourly) to provide intervention with Leveled Literacy Intervention	Goal 3: Students are reading at or above grade level.		n/a		n/a		Intervention teachers will provide opportunities for extended learning via Leveled Literacy Intervention program	119-16

\$43,948.00	LCFF Supplemental	.6 TSA Will lead professional development to support intervention and differentiation in math	Goal 2: Students are proficient in state academic standards.		n/a		n/a	0.60	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on strategies that best support EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.	119-17
\$41,250.00	PTA Donations	.8 STIP for Art	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.80	T5: 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.	119-18
\$45,581.00	PTA Donations	.8 STIP for Teacher PD/ SEL	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.80	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on with particular focus on strategies that support EL, Latino, newcomer, AA, Special Education students, homeless and foster youth, and low SES students.	119-19

\$51,152.00	PTA Donations	.8 EEIP PE/SEL	Goal 5: Students are engaged in school every day.		n/a		n/a	0.80	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice with particular focus on EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.	119-20
\$7,511.00	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	119-21
\$29,299.00	Title I: Basic	.4 TSA to provide coaching and support for intervention, lead targeted small groups for academic acceleration	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.40	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on with particular focus on strategies that support EL, Latino, newcomer, AA, Special Education students, homeless and foster youth, and low SES students.	119-22
\$315.00	Title I: Parent Participation	Refreshments (surplus)	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		n/a		T4: Teacher engage families in a variety of ways around achievement. For example, teachers will support multiple forms of community engagement such as Open House, Back to School Night, classroom volunteers, weekly parent communication, with particular focus on including and engaging EL, Latino, AA, Special Education students, homeless, newcomer, and low SES families	119-23

\$392.00	Title I: Parent Participation	Supplies (Surplus)	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		n/a		T4: Teacher engage families in a variety of ways around achievement. For example, teachers will support multiple forms of community engagement such as Open House, Back to School Night, classroom volunteers, weekly parent communication, with particular focus on including and engaging EL, Latino, AA, Special Education students, homeless, newcomer, and low SES families	119-24
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Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

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 at Santa Fe 119 agrees to implement the following statutory requirements:
(Name of school)

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Glenview's SSC meets monthly to review our three big goals for 2018-19, current student data, and to provide guidance for budget development for next year. PTA equity committee does outreach to ensure all communities are present.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC and SELLS meeting in October
Annual Title 1 meeting
PTA equity committee (monthly)

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Annual Title 1 meeting
SSC budget development meetings open to all public
PTA Equity committee monthly meeting--focus on outreach/involvement of all parents.



STATE AND FEDERAL PROGRAMS

- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Annual Title 1 meeting
Bi-monthly message from the principal in school's newsletter

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent Teacher conferences 3 times a year

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly outreach for SSC meetings, particularly for budget development in the months January to April.

School-Parent Compact

(Name of school) Glenview at Santa Fe :

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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Glenview at Santa Fe:

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

(In the box below, briefly describe or bullet how this happens at your school.)

Glenview provides 3 weeks of minimum days for parent teacher conferences.
Teachers are given professional development time to calibrate grading for report cards
Glenview has school-wide expectations for PTS conferences

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

Family literacy night with book give-aways

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

Professional Development prior to conferences to create shared understanding of the purpose of report cards and parent-teacher conferences.



STATE AND FEDERAL PROGRAMS

- 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

Principal works closely with Parent-Teacher-Association Equity Committee to strengthen outreach with under-represented families.

- 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.

(In the box below, briefly describe or bullet how this happens at your school.)

All meetings are posted at least 72 hours in advance. Principal can translate to Spanish, use Google Translate for other languages.
Weekly parent newsletter, the "Grapevine." Robo-calls, notices on marquee in front of school.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Provide paper copies when requested of all documents shared at SSC and other meetings.
Principal will allow time for processing and questions for all agenda points.

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.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation to Spanish provided at SELLS and other meetings.
Use of Google translate to Arabic
72 hour advance notice of all meetings



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) Glenview School Site Council on (Date) 11-8-18 and will be in effect for the 2018-19 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.

The (Name of school) 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.

Rachel Quinn
(Principal's Signature)

11-8-18
(Date)

Glenview

Elementary School Compact

School Name

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.

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.

Student signature

Parent/Guardian or Family Member 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.

Parent/Guardian or Family member signature

Teacher 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.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



2018-2019

School Site Council Membership Roster – Elementary

School Name: Glenview Elementary

Chairperson : Maureen Whalen
Vice Chairperson: Daniel Ettlinger
Secretary: Amanda Staab

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Rachel Quinn	x			
Bart Alexander		x		
Vance Deatherage		x		
Louise Anderson		x		
Christina Williams			x	
Brian Perkins				x
Daniel Ettlinger				x
Maureen Whalen				x
Jessica Coulson				x
Amanda Staab				x

Meeting Schedule (day/month/time)	2nd Thursday of the month
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SSC Legal Requirements: (Ed. Code 52852)

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

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