

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Glenview Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Glenview Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Glenview Elementary

6001853

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Glenview is a Pre-K through 5th grade campus that serves the visually impaired population throughout the district. We are unique in that we serve an incredibly diverse population from throughout the city of Oakland. 22 languages are represented in our parent, student, and staff communities. The current staff includes 19 classroom teachers with many years of experience. The teachers at Glenview are experienced, dedicated, and talented. They employ a variety of teaching strategies including whole class and small group instruction. We strive to meet each student where he/she is and move them forward in their academic and social development. We utilize community partners and volunteers to enhance core instruction and incorporate a wide range of social emotional strategies. We actively engage with data to ensure that we are offering the correct array of services to support all students in succeeding. With the aide of parent classroom volunteers and a broad range of PTA-funded enrichment programs, students receive a well-balanced and integrated curriculum of language arts, mathematics, history/social studies, science, physical education, technology, and in a special way visual and performing arts. Each student engages in two art classes per week to support core learning. In addition to the district-adopted curriculum, Glenview is constantly seeking to enhance classroom learning and making aggressive strides to be prepared for the common core transition. Supplemental materials and additional programming are used and field trips are taken to enhance student learning.

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. Students will become

creative and critical thinkers who are caring participants in their local community and compassionate global citizens. We continuously strive to meet our mission by: 1) Offering equitable access to educational programs that foster academic achievement, a lifelong love for learning, and a passion for cross-curricular artistic expression 2) Promoting cross-cultural understanding, interaction, and appreciation 3) Offering our staff professional development and planning opportunities that improve the school climate, support research-based and data-driven instructional practices, and promote the growth of our instructional and support staff 4) Working in concert with parents, guardians, caregivers, and the community 5) Developing community partnerships for the benefit of our students, parents, and staff 6) Providing opportunities for engagement in social justice activities that promote service and the development of social emotional intelligence. Ultimately, Glenview's vision is that our students achieve their fullest potential. Our programs, services, parents, principal, faculty, and staff contribute to the development of all children in supporting them to achieve the educational and academic skills necessary to be active participants in the school and larger community. Our efforts result in our children learning to make informed choices about their daily lives by developing a positive sense of self, family, and community.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

School Site Council At monthly meetings, the SSC will monitor the progress of the school according to indicators of success. The SSC will look at benchmark, attendance, portfolio and social emotional data and analyze indicators of success and make adjustments to strategies and support provided in order to improve progress. Staff Monitoring of Benchmark Data and Internal Data The classroom teachers will meet in vertical and horizontal PLCs and review benchmark data (OUSD and DIBELS) throughout the year on Wednesday PD sessions. They will look at student progress, identify students who need additional support, and refer students for intervention and special education testing. Teachers will also make outreach to families via Home Connection to build the connection between home and school. Teachers will track focal students to assess efficacy of intervention strategies. PTA/SSC/Staff These groups will review and assess the PTA-funded programs through joint meetings three times a year. A proposal process will be used for funding future programs, guaranteeing the portfolio of approved programs/committees will strive for a balance between benefitting those with the greatest need and broad impact for all students. A survey will be administered to staff, students and parents/caregivers assessing the impact of the programs on the students. PBIS/RJ Committee Surveys will be administered during the school year to monitor the school culture and assess the needs of our students. SWIS data will be tracked to guide programming choices. Staff The staff will collaborate and reflect on the effective implementation of curriculum. They will evaluate the effectiveness based on CST scores and benchmark data. In the case that students' needs aren't being met, they will utilize the SST process to investigate programs, resources and personnel that can continue to support student learning.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

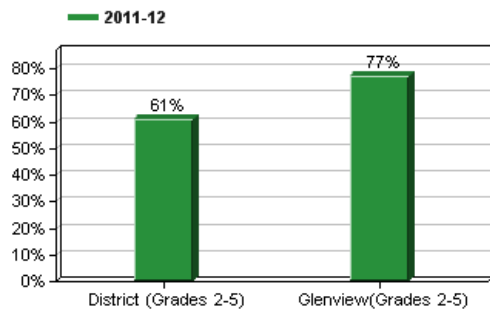
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

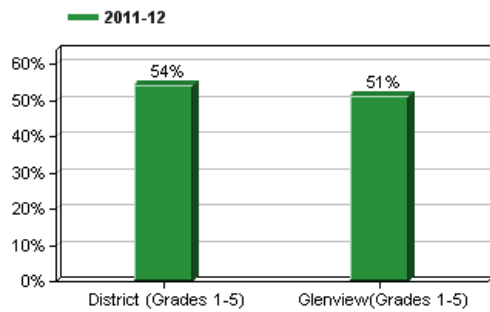
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



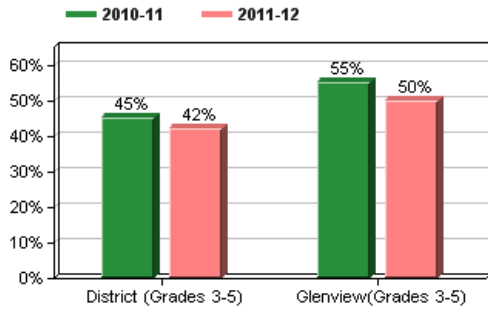
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

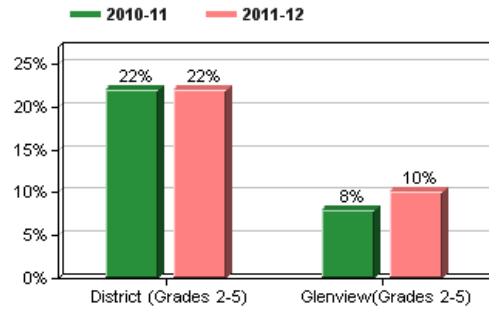


CST

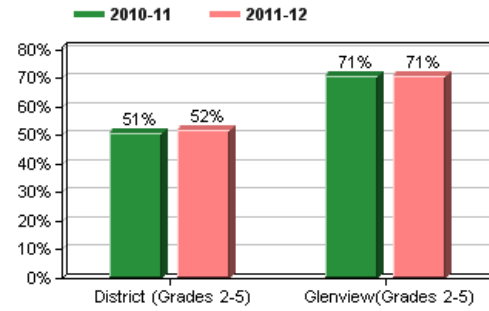
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

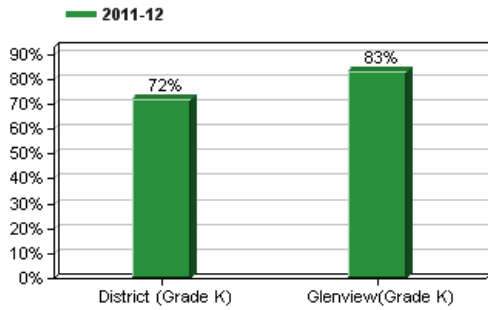


CST/CMA ELA % Prof/Adv

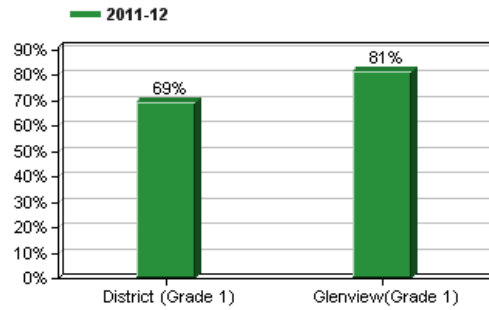


DIBELS

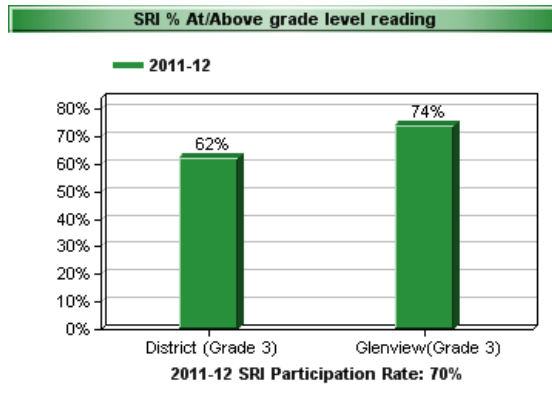
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- Fall 2012 SRI data - Advanced 62 (20%), Proficient 123 (40%), Basic 61 (20%), Below Basic 59 (19%) Fall 2012 Benchmark ELA - Grades 2-4 58% At or Above Benchmark, 24% Approaching Benchmark, 18% Below Benchmark Fall 2012 Dibel - Kindergarten Letter Naming 89% at level, First Sound 79% at level - First Grade Letter Naming 78% at level, Phoneme Segment 66% at level, Nonsense Words 78% at level

Data Analysis

- Based on current levels it appears that Latino males are the one group that is not growing at the same pace of the other Glenview students. Some intentional work needs to be done to support these students with robust programming and interventions.
- The integration of Achieve 3000 into some classrooms has great to offer broader exposure to non-fiction literature and enhance home connections. Once the pilot expires, this may be an area to consider funding.
- SRI data shows nice growth in lexile level. While this is just one snapshot, it does offer a growth view of student progress. It appears that work needs to be done to support students navigating a computer interface to generate more reliable data.

Theory of Action

- Given the data, research and large class sizes, we see the importance of early intervention. This is done with increased staffing at the kindergarten and first grade levels. Thus, instructional aides will be in as many classrooms as funding allows.
- Professional development to support writing across the curriculum will continue with coaching and mentoring. The goal is to create vertical alignment across grade levels with common writing expectations led by a teacher leadership group.
- We are in the process of integrating the new common core standards. This results in a focus on non-fiction text, integrated learning, use of on-line literacy supports (Achieve 3000) and deeper comprehension.
- Glenview has a distinct focus on the arts. We plan to find additional ways to integrate performing and visual arts in the promotion of literacy.
- The teachers are exploring varied student grouping options to maximize the personalization of instruction.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/9/2013	119SQI1A798	Hire Instructional Assistant	7090-EIA - SCE		IABIL0087	0.1	\$6,073.95
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.	Local assessments (benchmarks, PWA)	English Learners	Every Marking Period	Principal	5/9/2013	119SQI1A799	Hire Instructional Assistant to work specifically with ELL students in classroom settings.	7091-EIA - LEP		IABIL0087	0.4	\$24,295.78
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/9/2013	119SQI1A3738	Hire Instructional Assistant	7090-EIA - SCE		K12IA0107	0.5	\$30,038.86
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Principal	5/9/2013	119SQI1A5694	Hire Instructional Assistant	7090-EIA - SCE		K12IA0108	0.5	\$16,215.56
Provide site based Professional development on Common Core Standards and Writing integration focusing on vertical curriculum alignment.					5/17/2012	119SQI1A3151	Provide on-going PD for teachers in the area of writing	N/A			0	\$0.00
Provide two opportunities annually for ELL students to perform in plays that integrate literature and the arts to improve English proficiency.	State tests (CST/STAR, PFT)	English Learners	Every Semester	Principal	5/9/2013	119SQI1A3152	Purchase Literature-Based School Plays for ELL students to perform.	7091-EIA - LEP	4310-SUPPLIES		0	\$1,506.73
Parent Education on ELA strategies so that parents can support students as we move to the Common Core Standards.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/12/2013	119SQI1A4569	Training materials to inform parents about the Common Core standards.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$940.79
Provide instructional assistants in kindergarten and first grades to enable individualized literacy instruction.					5/17/2012	119SQI1A4568	Hire Instructional Assistant	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

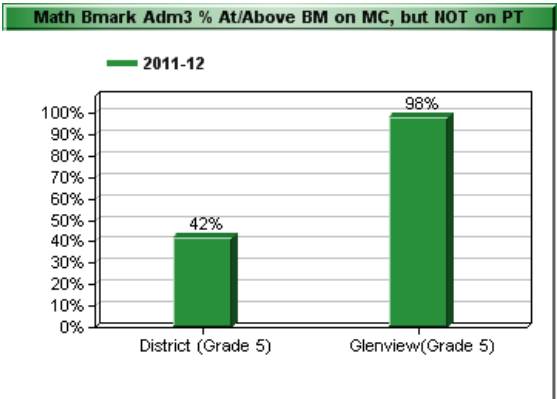
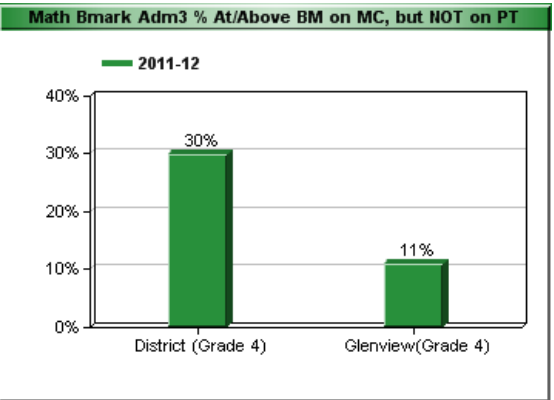
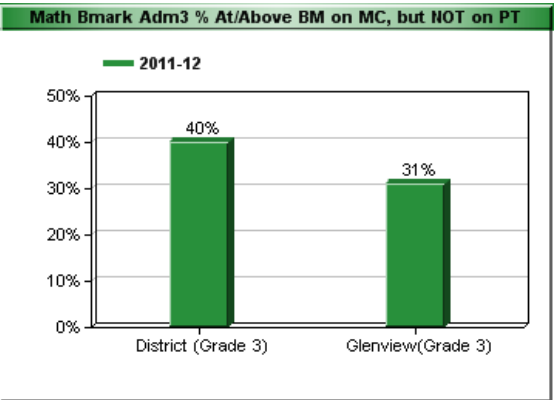
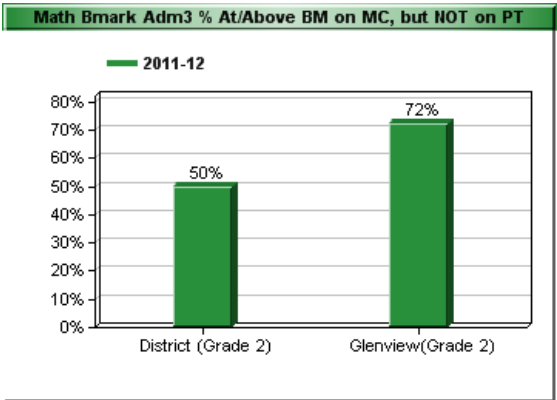
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

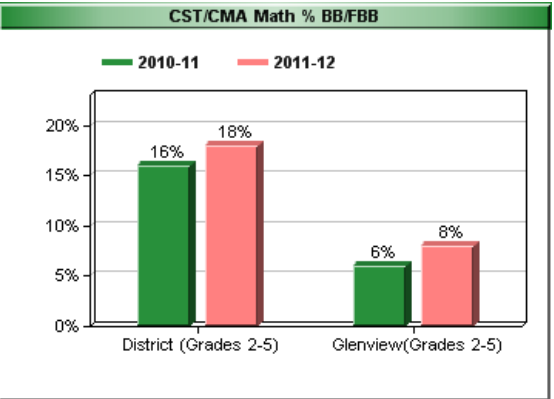
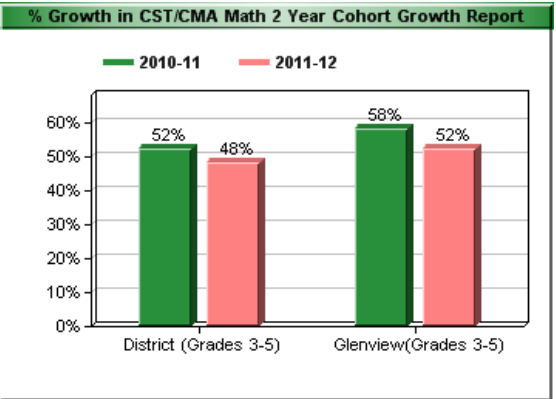
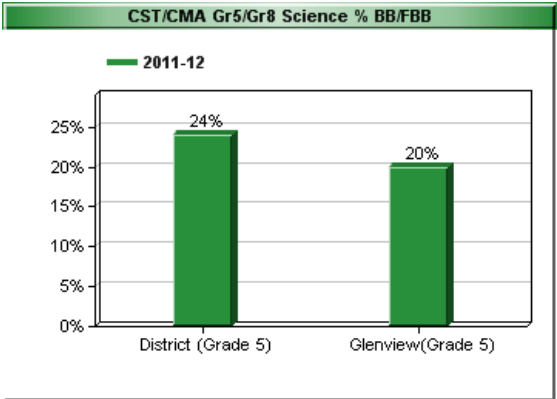
A quality school...

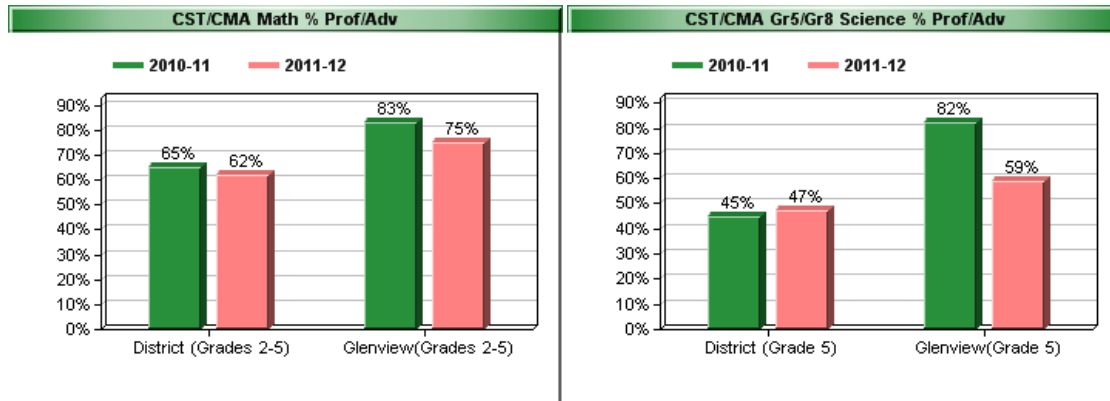
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST





School Data

- Fall 2012 Benchmark Math - 80% at or above benchmark, 9% approaching benchmark, 11% below benchmark Fall 2012 Performance Task Math - K: 95% at or above, Gr. 1: 91% at or above, Gr. 2: 78%, Gr. 3: 67% at or above, Gr. 4: 66% at or above, Gr. 5: 96% at or above

Data Analysis

- Glenview continues to integrate Number Talks into all rooms. This strategy is well aligned to the common core expectations. We are seeing strong performance task data that can be attributed to the integration of this strategy.
- Science is being taught in all classes with a high frequency. It is being integrated into other content areas to maximize meaning and minutes.

Theory of Action

- We strive to expose students to the various possibilities in science through different types of experiences.
- We see math as a gate keeper to future success and work to provide a strong conceptual foundation in mathematics to support strong math achievement.
- Significant professional development time will be dedicated to supporting the implementation of the new Science Writing Task into grades 3-5. The discussion have been on the basic FOSS instruction, writing integration, and assessment particulars.
- Two iPad carts and a computer lab have been introduced into the available instructional tools. Achieve 3000 is being integrated into grades 1-4. Research, webquests, and applications are being utilized to enrich standards based content.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Prioritize the use of existing as well as new applied science and math learning tools and experiences. (i.e. Foss, Marin Headlands Institute, Community Garden, Astronomy Night, Science Fair, Green Team)					5/2/2012	119SQI1B3155	Prioritize science experiences	N/A			0	\$0.00
Leverage local resources to support computer literacy including the Parent Computer Club, district supports, Achieve 3000, etc.					5/2/2012	119SQI1B3156	Support Computer Literacy	N/A			0	\$0.00
Explore and pursue STEM funding initiatives to advance Glenview's mission.					5/2/2012	119SQI1B3158	Explore STEM funding	N/A			0	\$0.00
Promote project based learning in the areas of math and science.					5/2/2012	119SQI1B3160	Project Based Learning	N/A			0	\$0.00
Train staff and promote use of existing computer lab and iPad mobile labs as part of curriculum/during school hours beginning with Achieve 3000.					1/16/2013	119SQI1B3744		N/A			0	\$0.00
Provide time for grade level meetings to focus on science instruction and the integration of FOSS.					5/2/2012	119SQI1B4078		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

School Data

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

Data Analysis

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

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to explore the holistic benefits and impact on transitioning to a K-8 site.					5/4/2012	119SQI1C3167	K-8 Transition	N/A			0	\$0.00
Support PTA led Kindergarten Recruitment Committee including informal socials, the kinder tea, and other events before the year.		Pre-Kindergarten			4/12/2013	119SQI1C3168	PTA Pre Kindergarten Events	N/A			0	\$0.00
Educate parents about the transition to middle school, middle school options, bridge to middle school summer programs and support student based middle school readiness. This includes facilitating translation as needed.					5/4/2012	119SQI1C3169	Middle School Transition	N/A			0	\$0.00
Support visually impaired Pre-school and summer pre-school program.					5/4/2012	119SQI1C3178	Support Visually Impaired Pre-school	N/A			0	\$0.00
Develop and/or strengthen relationships with arts-focused middle/high schools like Oakland School for the Arts and Julia Morgan.					5/4/2012	119SQI1C3745		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

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

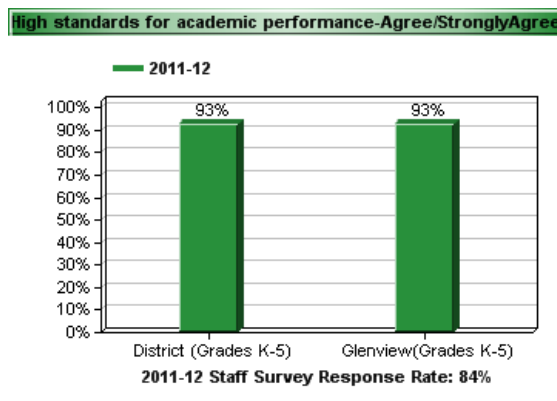
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

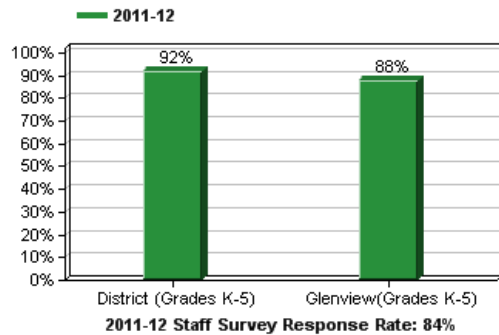
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

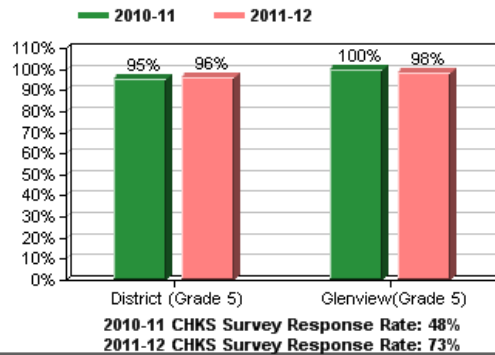


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



School Data

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

Data Analysis

- The subtle activities around the school appear to support a college career going culture. Data from the CHKS shows that Glenview students see themselves college headed children.

Theory of Action

- Given the diversity of parent experience it is essential to offer a variety of opportunities to meet the various needs.
- Many different career pathways are introduced during the Read-A Thon celebration where children are read to by dozens of guest readers from throughout the community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Attend field trips and performances opportunities at Bay Area colleges.					5/2/2012	119SQI1D3187	University Field Trips	N/A			0	\$0.00
Develop relationships with local businesses to create an age appropriate "Career Fair" so kids can make connections between school efforts and future careers.					5/2/2012	119SQI1D3190	Develop Career Fair	N/A			0	\$0.00
Work with college athletes to train parents and students on how to navigate the path of college athletics including the academic and admission requirements.					5/2/2012	119SQI1D3193	Workshop on the path to college athletics	N/A			0	\$0.00
Explore and launch college and career speakers series using parents, community members, college students, and alumni.					5/2/2012	119SQI1D3194	College and career speakers series	N/A			0	\$0.00
Science	Local assessments (benchmarks, PWA)				1/16/2013	119SQI1D4853		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- 47 students on currently on the active COST roster. These students are receiving additional interventions, supports, and strategies to reach success.
- Every teacher has three identified focal students to drive achievement and track instructional strategies.

Data Analysis

- As of February 2013, COST data shows that many Tier 2 interventions have generated academic gains. It has also created a data profile to support more robust interventions or PEC eligibility.
- We need to develop programming to support our Latino male population.

Theory of Action

- Glenview is home to many discrete groups with unique needs. If we identify key needs, provide appropriate services, and monitor efficacy of program, we will support individual needs and target instruction.
- African American students are supported through additional access to arts, PE, social emotional programming, and academic supports when needed. Categorical funding is prioritized for students furthest from success.
- Latino students are supported through a whole family approach where adults and children are offered wrap around services.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue the Glitter and Razz partnership in particular the "Raising a Black Girl" family engagement series.					5/2/2012	119SQ1E3195	Glitter and Razz Programming	N/A			0	\$0.00
Maintain support staff including office staff, STIP subs, and instructional assistants to promote the ability to engage in targeted in classroom interventions, including hiring bilingual staff in key languages whenever possible.					5/6/2013	119SQ1E3202	See Priority Area A Strategy #1	N/A			0	\$0.00
Develop a comprehensive ELL/ELD theory of action in coordination with key stake holder groups to support student achievement.					5/2/2012	119SQ1E3203	Develop ELD theory of action	N/A			0	\$0.00
GATE students will have opportunities to explore highh rigor content through the arts within the school day and will be offered a wide variety of after school enrichment activities like Odyssey of the Mind.		GATE			4/12/2013	119SQ1E3737		N/A			0	\$0.00
Continue partnership with 51Oakland.org to bring mentors and resident artists to support students navigating difference and offer intentional supports to our male population.	Attendance	All Students	Weekly	Principal	5/6/2013	119SQ1E4852	Host a resident in artist twice a week for two hours a day.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

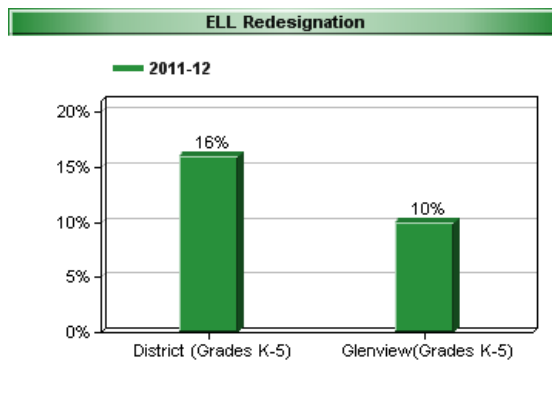
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

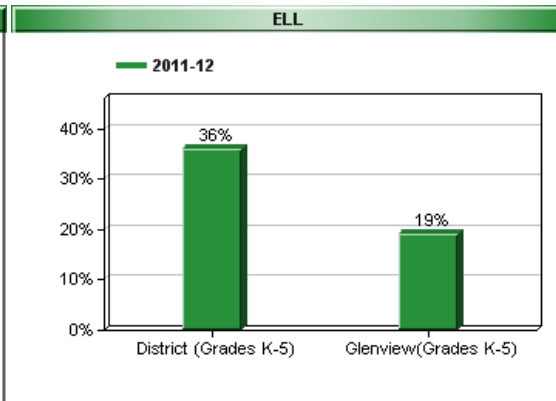
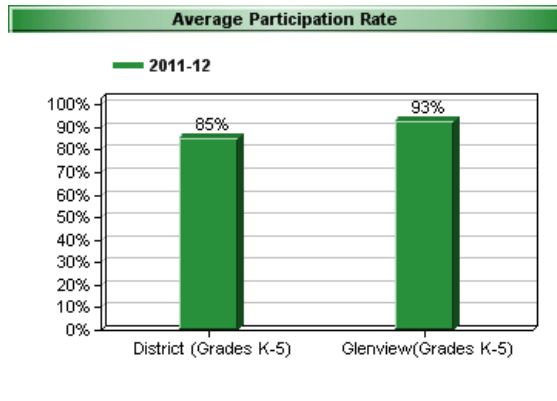
A quality school...

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

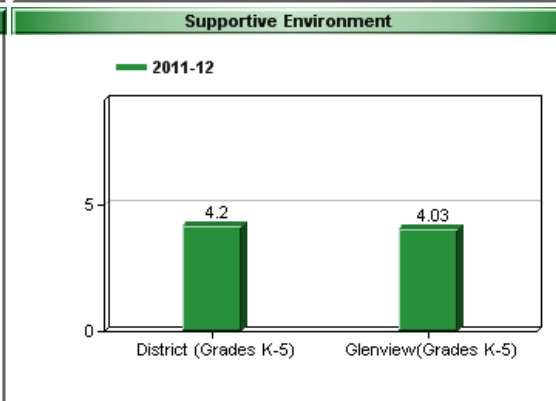
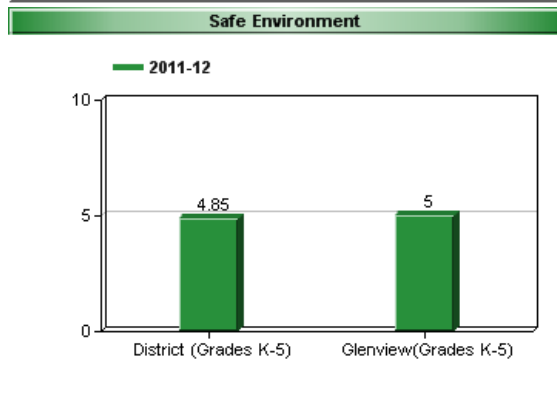
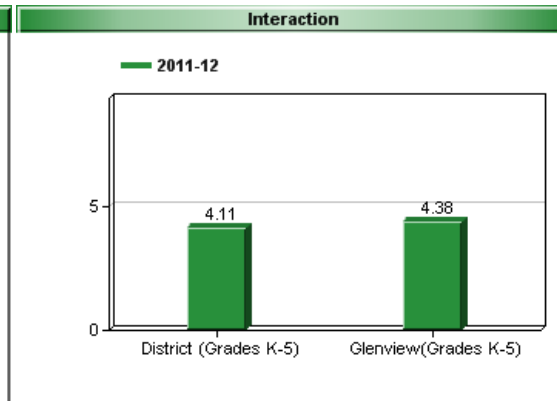
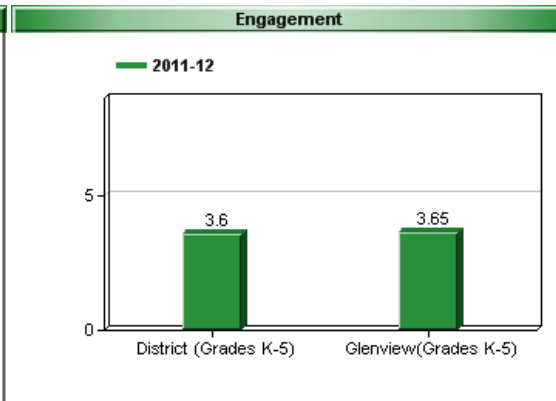
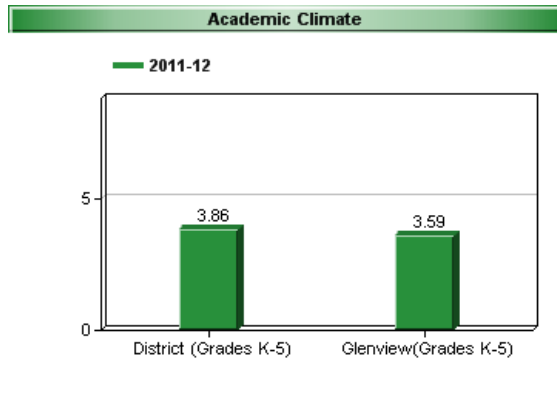
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

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

Data Analysis

- BACR programming can be more developed to support academic intervention.
- Additional after school programming does a great deal to offer exposures to varied content to develop neural pathways. Research suggests this development has visible academic impact. Anecdotally we are seeing increases in confidence & engagement.

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Identify additional ways to communicate information about afterschool programs and enrichment offerings to the parent community.					5/2/2012	119SQI1F3218	Promote afterschool opportunities	N/A			0	\$0.00
Encourage integration opportunities between after school programs and strengthen opportunities during school.					5/2/2012	119SQI1F3221		N/A			0	\$0.00

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

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

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Continue schoolwide implementation of Restorative Justice (RJ) to further cultivate a culture of compassion, empathy, and care among children and adults.

- Strategy 1.1: Send all staff to a Tier 1 RJ training provided by the district and provide on-going training with support of David Yusem and site social emotional consultant.
- Strategy 1.2: Integrate Restorative Questions into all classrooms and with yard and afterschool staff to address student conflict.

Goal 2: Begin training and integration of PBIS to work in concert with Restorative Justice to support a positive school culture.

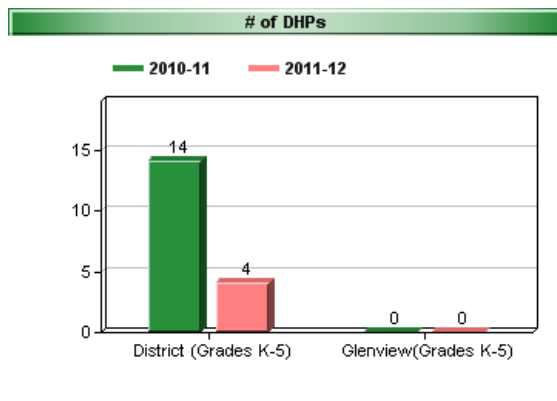
- Strategy 2.1: Train leadership team on PBIS and develop a plan for full integration.
- Strategy 2.2: Agree on schoolwide PBIS based school expectations to be integrated into all areas of school life.

School Quality Standards relevant to this Strategic Priority

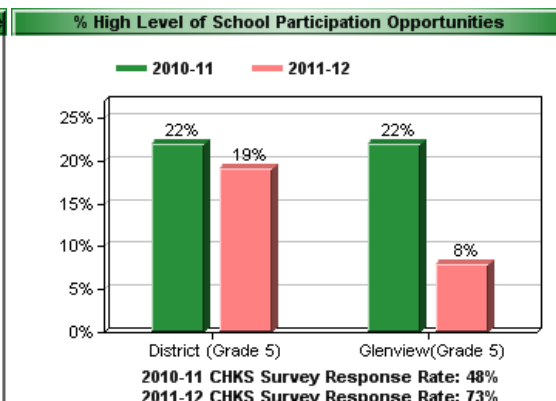
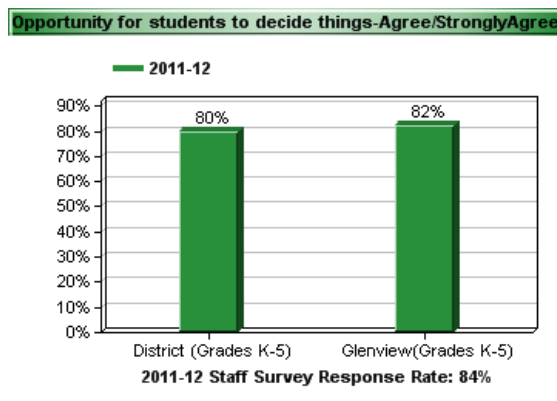
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

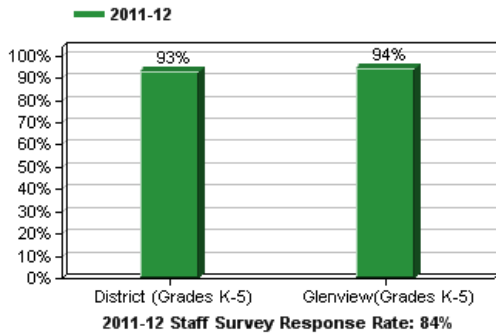


Survey - Engagement

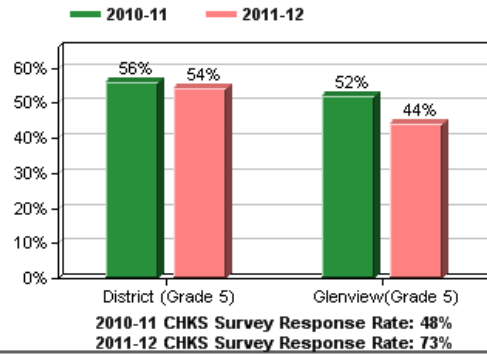


Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

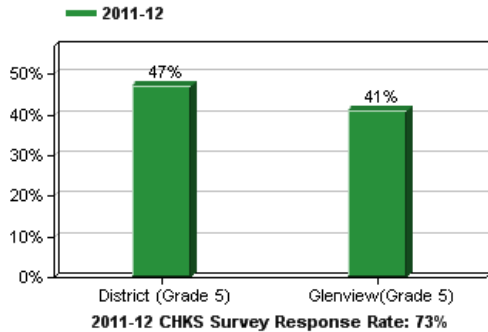


% High Level of Caring Relationships with Adults at School

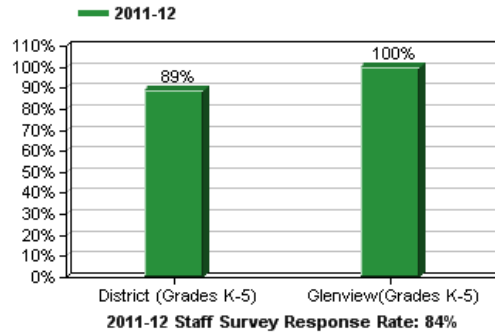


Survey - Safety

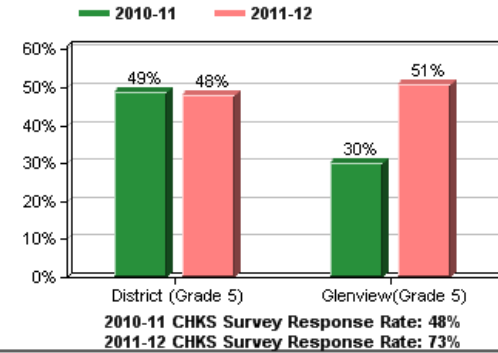
% Hit or pushed by other kids at school



This school is a safe place for students.%Agree/Strongly Agree

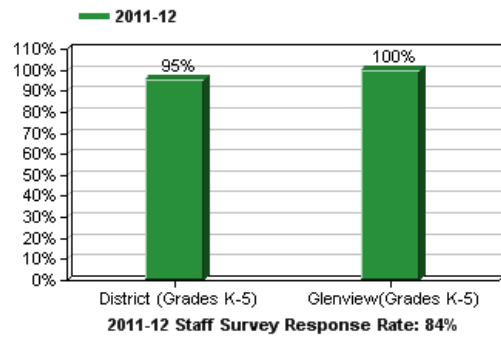


% feeling safe at school all of the time



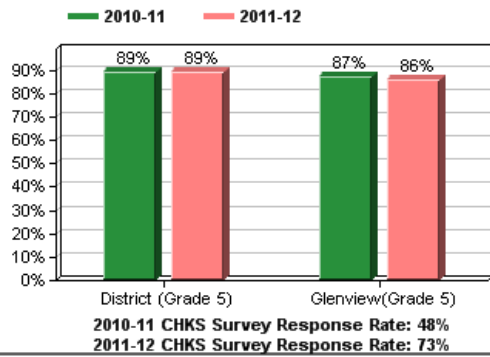
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

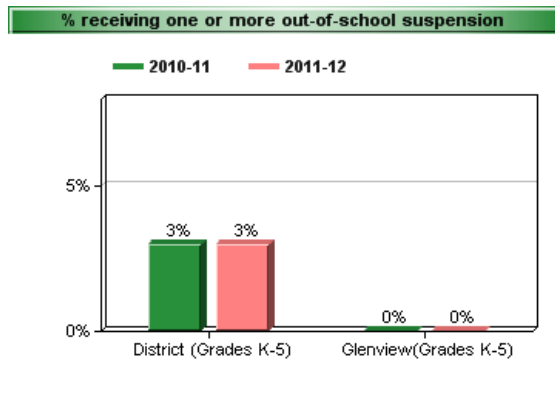


Survey- Beliefs

Most/All the time teachers believe you can do a good job.



Suspensions



School Data

- Glenview currently has one DHP in the 2012-2-13 school year. On average there are 3-5 suspensions per year.

Data Analysis

- School wide behavior incidences have dramatically reduced over the past three years. The integration of RJ and the beginning of a PBIS rollout have supported this reduction.
- Partners, such as 51Oakland.org and Glitter and Razz, have done significant work to engagement students and offer safe spaces. ROE offers another place where students can develop empathy.
- The SE Consultant has been able to transition to higher leverage systems work to support healthier school culture as a result of the above mentioned analysis.

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire a Social/Emotional Consultant to offer Tier 3 direct services to students/families in need, coordinate the SST process and track subsequent interventions, support Tier 1 programs like Welcoming Families, Glitter and Razz, character education, and Restorative Justice.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	119SQI2A688	Hire a Social/Emotional Consultant	3010-Title I	5825-CONSULTANTS		0	\$39,000.00
Hire a Social/Emotional Consultant to offer Tier 3 direct services to students/families in need, coordinate the SST process and track subsequent interventions, support Tier 1 programs like Welcoming Families, Glitter and Razz, character education, and Restorative Justice.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/12/2013	119SQI2A5695	Hire a Social/Emotional Consultant	7090-EIA - SCE	5825-CONSULTANTS		0	\$9,000.00
Expand "What is a Family" program.					5/17/2012	119SQI2A3231		N/A			0	\$0.00
Maintain varied student leadership development opportunities, including crossing guards, HEROs, student families, cross grade reading and buddy activities, student giving and volunteer activities.					5/17/2012	119SQI2A3234		N/A			0	\$0.00
Develop Service Learning Program to promote community engagement and understanding of the importance of global citizenship.					5/17/2012	119SQI2A3235	Provide materials for Service Learning Day	N/A			0	\$0.00
Develop Service Learning Program to promote community engagement and understanding of the importance of global citizenship.					5/17/2012	119SQI2A3742	Provide materials for Service Learning Day	N/A			0	\$0.00
Implement student leadership activities that create community and opportunities for students to practice leadership.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	4/12/2013	119SQI2A3739	Supplies for Community Building Activities	3010-Title I	4310-SUPPLIES		0	\$612.12

Implement student leadership activities that create community and opportunities for students to practice leadership.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	4/12/2013	119SQI2A3740	Supplies for Community Building Activities	7090-EIA - SCE	4310-SUPPLIES		0	\$1,584.15
Implement student leadership activities that create community and opportunities for students to practice leadership.					5/17/2012	119SQI2A4571	Supplies for Community Building Activities	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

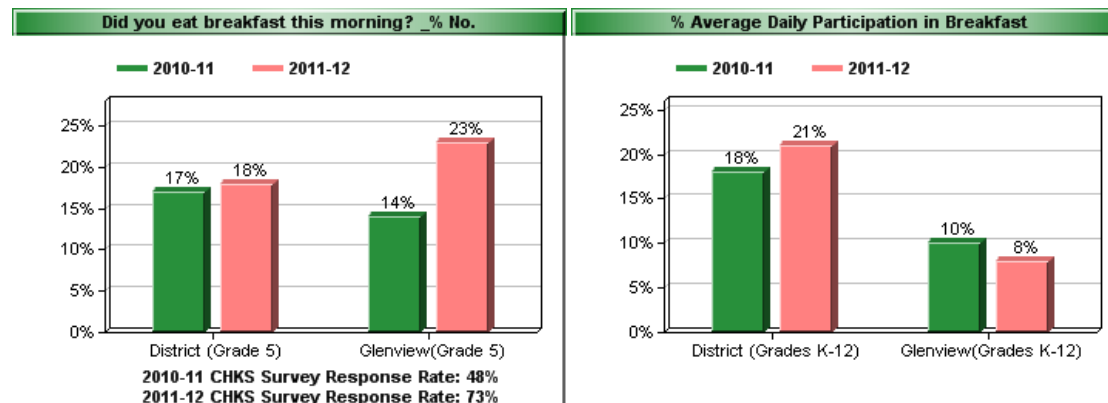
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

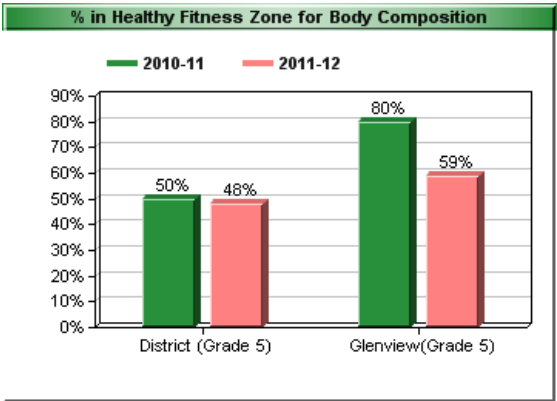
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

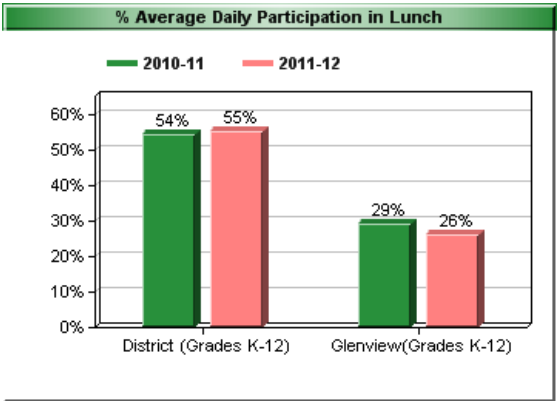
Breakfast



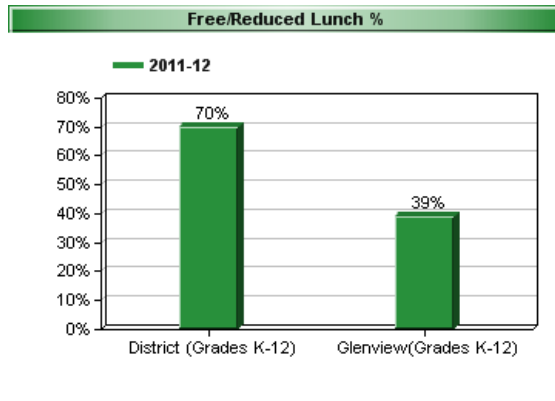
Fitness



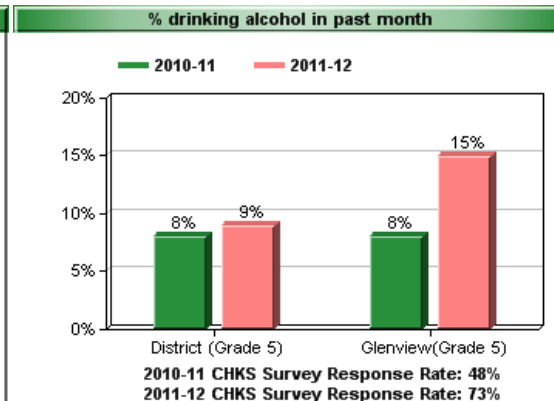
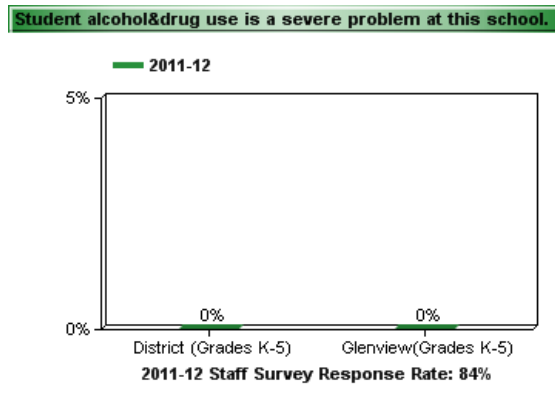
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- When students completed the CHKS survey many included alcohol consumed during a religious ceremony in survey responses. This somewhat inflated our data.

Data Analysis

- We still have work to do to offer opportunities to cultivate positive relationships between our young people and adults on campus. Additionally, we need to support families developing similar connections at home.
- While not captured in CHKS data, we have seen a "body image" trend with our young ladies in particular but not exclusively. Depression and doubt about body image have permeated the academic setting. Work needs to be done in this area.

Theory of Action

- A district nurse is now onsite for two hours weekly. She supports staff trainings, medication monitoring, student assessment, and some first aide.

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

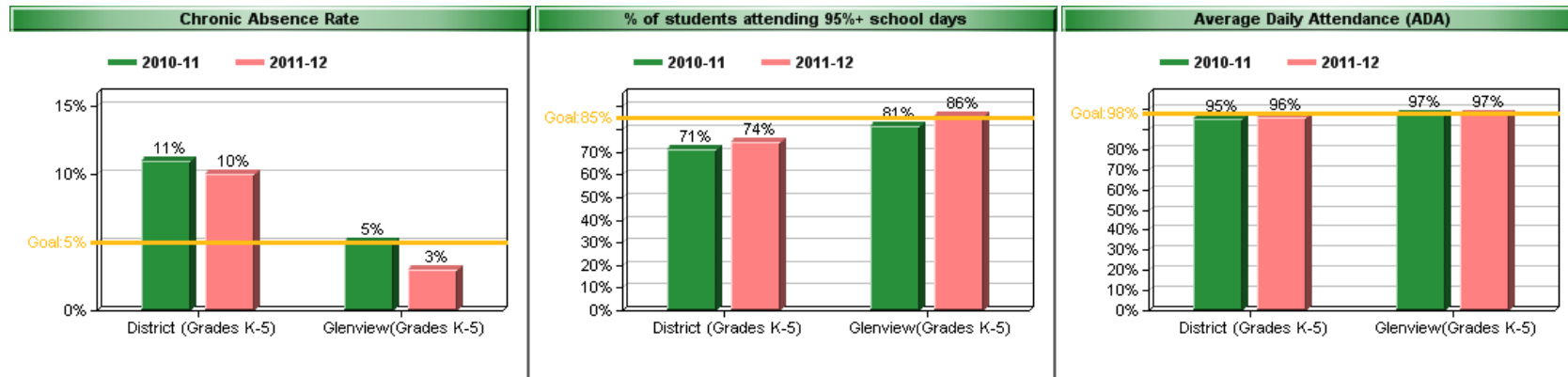
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



School Data

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

Data Analysis

- In reviewing the data it appears that we need to focus on the percentage of students who are attending school 95% of days or more. We are 4% points

below the district goal.

- Our overall ADA is at 97%. The district goal is 98%. Strategies need to be developed to support attendance practices school wide.

Theory of Action

- Through an effective attendance clerk, continue to reach out to families each day when students are absent.
- Develop a system of incentives to support strong attendance.
- Utilize SST, SART, and SARB processes to educate and support families on the importance of strong attendance.

;

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

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

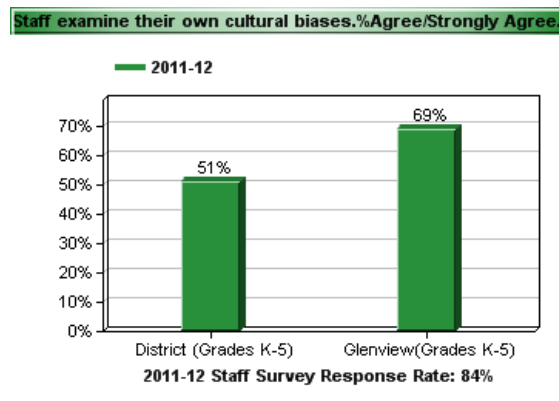
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



School Data

- Glenview currently funds two coaches (ELA and Math) through categorical funds. These coaches offer mentoring, modeling, differentiated professional development, and targeted coaching to support improved classroom practices.

- The coaches guide data analysis and assessment of student work to drive high level professional dialog and on-going transformation of practice.

Data Analysis

- 2012-2013 we have worked to vary the leadership voices through the implementation of working groups to drive the work of the school. These groups work autonomously with parent partnership to expand the visibility of the work.

Theory of Action

- Glenview has many highly effective teachers. Using the expertise within the building, we strive to enhance instruction and student experience in all classrooms.
- Continue to develop staff leadership teams to design, implement, and monitor programming across school areas. Active 2012-2013 team: ILT, School Culture, Social Emotional Learning, Writing, English Learners, and the Arts.
- Where appropriate incorporate parents into staff leadership team to support schoolwide reform. Current parent collaborations include school culture, art, and social emotional teams.

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

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

Strategic Priority A. Family & Community Engagement

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

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

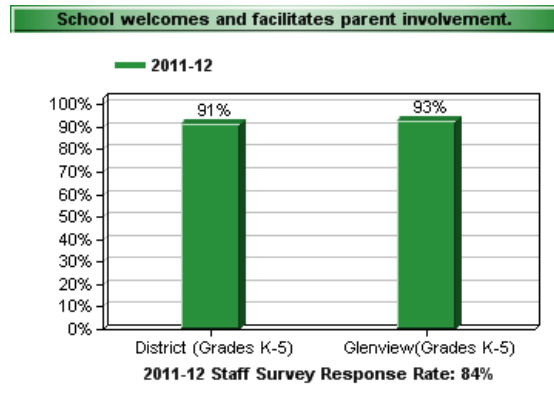
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

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

Data Analysis

- As a result of efforts many families have found voice in decision making to develop school program. Many of these engagements are occurring in affinity groups. The goal is to develop a way to transition from affinity groups to whole group engagement

Theory of Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Promote home-school connection around reading and creative writing. This includes resource sharing, parent education, and restructuring the type of homework that is assigned.					5/2/2012	119SQI4A3242		N/A			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and student specific.					5/2/2012	119SQI4A3244		N/A			0	\$0.00
Prioritize grant writing to support the school's plan and vision.					5/2/2012	119SQI4A3247		N/A			0	\$0.00
Strengthen home-school connection around math instruction (keep parents educated on 'new' math teaching and techniques)					5/2/2012	119SQI4A3746		N/A			0	\$0.00
Explore ways to expand grant writing to fund vital school programming.					5/2/2012	119SQI4A4079		N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Glenview Elementary

Principal: NATALIE TOVANI-WALCHUK

From OUSD Strategic Plan:

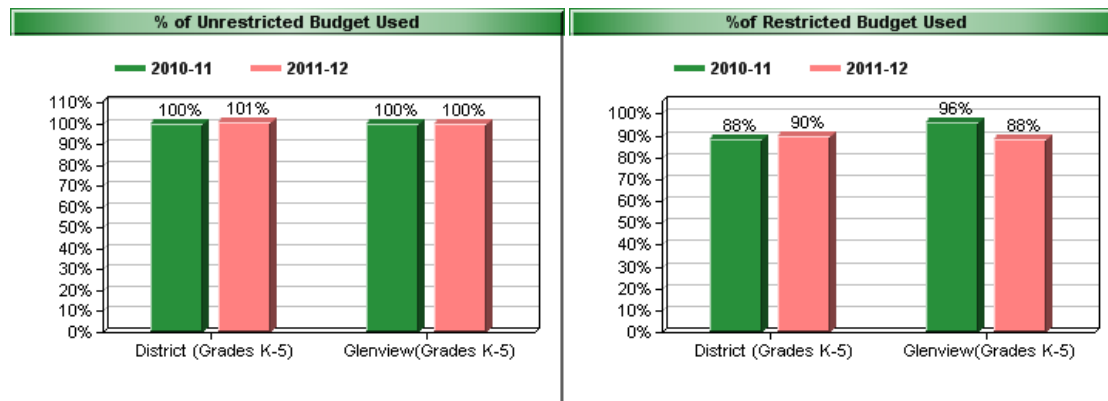
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

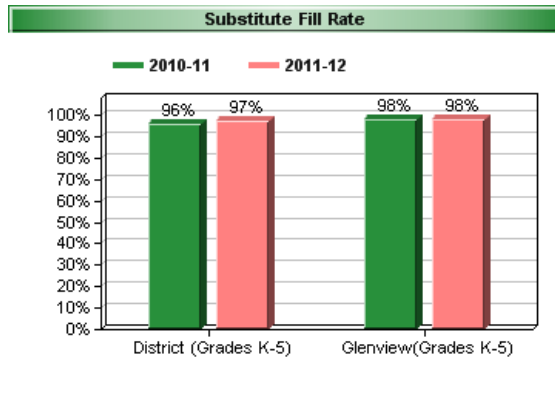
A quality school...

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

Budget



Sub Fill Rate



Data Analysis



- Glenview administration in partnership with the SSC is working to spend categorical funds fully.



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State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$62,912.52	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$25,802.51	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$88,715.03	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$39,612.12	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$940.79	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$40,552.91	

Appendices

- Engagement Timeline
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Glenview
Site Number: 119

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on March 20, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

<p><u><i>[Signature]</i></u> SSC Chairperson's Signature</p> <p><u>n/a</u> ELAC Chairperson's Signature</p> <p><u><i>[Signature]</i></u> Principal's Signature</p> <p><u><i>[Signature]</i></u> Executive Officer's Signature</p> <p><u><i>[Signature]</i></u> Director, State & Federal Compliance Signature</p>	<p>SSC Chairperson's Name (printed) <u>n/a</u></p> <p>ELAC Chairperson's Name (printed) <u>Natalie Walchuk</u></p> <p>Principal's Name (printed) <u>Janette Hernandez</u></p> <p>Executive Officer's Name (printed) <u>Susana Ramirez</u></p> <p>Director, State & Federal's Name (printed)</p>	<p><u>4/30/13</u> Date</p> <p><u>4/30/13</u> Date</p> <p><u>5/16/13</u> Date</p> <p><u>6/4/13</u> Date</p>
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School Site Council Membership Roster – Elementary School

School Name: Glenview

School Year 2013-2014

Chairperson: Terri Salvatore	Vice Chairperson: Julia Fong Ma
Secretary: Annie Patton	DAC Representative: Jennifer Rakowski

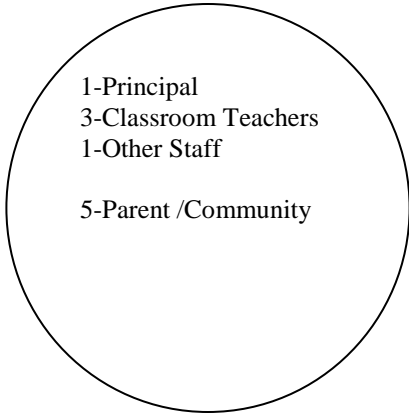
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Natalie Walchuk	4215 La Cresta Avenue, Oakland, CA 94602	X			
Terri Salvatore	4215 La Cresta Avenue, Oakland, CA 94602		X		
Eric Swinderman	4215 La Cresta Avenue, Oakland, CA 94602		X		
Linda Morgan	4215 La Cresta Avenue, Oakland, CA 94602		X		
Annie Patton	4215 La Cresta Avenue, Oakland, CA 94602			X	
Julia Fong Ma	2706 Bona Street, Oakland CA 94601				X
Jennifer Rakowski	3809 Ardley Avenue, Oakland 94602				X
Laura Eichel	3828 High Street, Oakland CA 94619				X
Brian Cook	3940 Linwood Avenue, Oakland 94602				X
Rachel Yee Quill	3147 Sheffield Avenue, Oakland CA 94602				X
DAC Representative					
Jennifer Rakowski	3809 Ardley Avenue, Oakland 94602				
Home Ph. 510.336.9108	Email: Jennifer.rakowski@sfgov.org				

Meeting Schedule	September 25, 2012, October 10, 2012, November (none), December 5, 2012, January 16, 2013, February 20, 2012, March 20, 2013, April 17, 2013, May 15, 2013, June 2013 (none)
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SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2013 - 2014

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

Involvement of Parents in the Title I Program

Glenview agrees to implement the following statutory requirements:

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

School-Parent Compact

Glenview has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student

academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

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

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

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

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Many more items are translated, many meetings are simultaneously translated to allow for access.

Adoption

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

This policy was adopted by the Glenview School Site Council on 2/20/2013 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Glenview's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

(Date)

SCHOOL-PARENT COMPACT

School Site: Glenview Elementary

Year 2013-2014

Site Staff Pledge

We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards by:

- Using Scientific Research-based curriculum
- Lesson pacing
- Regular benchmark assessments
- Fully credentialed, highly qualified teachers
- Academic consultants
- Integrated arts program

We will hold parent-teacher conferences during which we will discuss this compact as it relates to your child's academic achievement.

- Parent/Teacher Conferences with all parents by the end of the 1st report card period
- Conferences with parents of Far Below Basic(FBB) and Below Basic(BB) students by the end the middle of October
- Upon the request of parent, teacher, and/or principal

We will provide you with frequent reports of your child's progress.

Parent Pledge

We, as parents will support our children's learning in the following ways:

- I will send my child to school on time every day after eating a nutritious breakfast as defined in the food pyramid (USDA).
- I will provide a quiet place and time for my child to do homework, and I will review the homework to ensure it is completed.
- I will promptly respond to messages from my child's school.
- I will attend Back to School Night, Parent-Teacher -Student Conferences, Open House and other school events.
- I will support Glenview School's PTA.
- I will read to my child or have my child read for at least 20 minutes every day.
- I will limit the amount of time my child watches television.
- I will monitor what my child is viewing on television and video games.

Student Pledge

We, as students, will share the responsibility to improve our academic achievement and meet the California academic standards.

- I will come to class on time every day.
- I will come to school ready to learn.
- I will follow school rules, always show respect and be responsible for my own behavior.
- I will be a cooperative learner.
- I will ask for help when I need it.
- I will carry information between school and home.
- I will return my completed homework on time.
- I will read at home for at least 20 minutes every day.

- Report cards sent home - each trimester
- Individual Educational Plan for FBB & BB students, including students in danger of being retained (review every 4-6 weeks)

We will be available to talk with you.

- Staff is available before, during, and after school by appointment
- Staff can be reached by phone or note

We will provide you opportunities to volunteer and participate in your child's class, and to observe classroom activities.

- Observations - Open Door Policy, parent is to sign-in at the school office first
- Parents can speak to the principal about school needs and volunteering:
 - Registration with OUSD's volunteer's liaison must take place before volunteering begins
 - Fingerprints* and TB test required
 - *fingerprints are required if volunteer will be alone with student(s)
- Parents can participate in classroom field trips (note: If driving, proof of valid ID and current car insurance must be on file in the office.)
- Parents are always welcome and encouraged to participate in school and classroom activities.
- Parents/community people can formally volunteer by registering with OUSD's HEROS office.

- I will promote positive use of my child's out-of-school time.