

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

June 27, 2018

Legislative File ID No: 18-1297
Introduction Date: 6/27/18
Enactment No.: 18-1103
Enactment Date: 6/27/18
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To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Glenview Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Targeted Assistance School
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Glenview Elementary School.



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

Legislative File ID No: 18-1297
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Glenview Elementary School
CDS Code: 1612596001853
Principal: Chelsea Toller
Date of this revision: 4/20/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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: Chelsea Toller	Position: Principal
Address: 4215 La Cresta Avenue Oakland, CA 94602	Telephone: 510-531-6677 Email: chelsea.toller@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Glenview Elementary School

Site Number: 119

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

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

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

Date(s) plan was approved: 5/17/18

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>Chelsea Toller</u> Chelsea Toller, School Principal	<u>Chelsea Toller</u> Signature	<u>5/17/18</u> Date
<u>Maureen Whalen</u> Print name of SSC Chairperson	<u>Maureen Whalen</u> Signature	<u>5/17/18</u> Date
<u>LaResha Martin</u> LaResha Martin, Network Superintendent	<u>LaResha Martin</u> Signature	<u>5.24.18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>5/24/18</u> Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/16/2017	SSC	Reviewed previous year's plan and identified practices to keep or eliminate in 2018-19.
2/6/2018	ILT	ILT discussed current year plan and current data in order to identify revisions that would be beneficial to 2018-19 school year
2/15/2018	SSC/SELLS	Title I Budget and plan reviewed and approved
2/21/2018	Faculty	Reviewed data and practices/strategies to add or continue in 2018-19
3/21/2018	Afterschool Program (BACR)	Met to discuss school plan and align goals to BACR Afterschool programming

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$79,450.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$136,514.56	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$321,483.25	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$39,473.98	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$970.83	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$40,444.81	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Glenview Elementary School

School ID: 119

School Description

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

School Mission and Vision

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

Family & Student Engagement

Family involvement is very high at Glenview. We have an active PTA and many activities for families throughout the year that support community building, parent education, and family engagement. Glenview has low chronic absences and low suspension rates.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	All of our sub.groups grew in ELA on SBAC. 97% of our first graders were on grade level in F & P by the end of the year.	We continue to see a significant achievement gap between our students of color, English learners, and low SES students and our white middle class students.	We are still working on unpacking the impacts of racism, both systemically or through implicit bias, that play out at Glenview. We are also not always implementing culturally responsive practices into our instruction.
STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)	We had significant growth on Math SBAC in all students groups.	However in spite of growth in all sub. groups the achievement gap continues to increase in math between students of color and white students who not only out performed, but grew significantly more than their peers.	Although our pd focused on differentiation and rigor, we did not specifically name the racial implications of our achievement gap. This year we have looked more closely at implicit bias and trying to unpack the ways in which race, class and gender impact our instruction.

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(CULTURE & CLIMATE)</i></p>	<p>Our suspension rate is low. Our attendance rates remain good in spite of moving across town.</p>	<p>Even with our low suspension rates, our AA student suspension rates are higher than our other students.</p>	<p>We are continuing to deepen our Toolbox, RJ and PBIS strategies to insure that all students have support for their SEL needs, but we can't always figure out the best strategies to support students particularly when students are newer to our community. We are working on having a "new to Glenview" program to help us welcome new students and help them learn about our school.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p style="text-align: center;"><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>Our reclassification rates indicate our students are growing in their fluency.</p>	<p>Our English learners showed limited growth in ELA and did show any growth in math on SBAC.</p>	<p>We have a very low percentage of EL students (12%) and they all come from very different backgrounds. It has been a challenge to determine how to support them programmatically with such diversity and such low numbers.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Glenview Elementary School

School ID: 119

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	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)			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	14.8	22.3	29.8
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
Theory of Action for Language & Literacy Priority:	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).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	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.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning O1: Principal and Leadership team strengthens the knowledge of standards based instruction, rigorous academic standards and tasks.		Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.	

1-2	<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>
1-3	<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>
1-4	<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 Night, 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>

1-5	<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>
1-6	<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>
1-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>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.</p> <p>O7: Principal monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST)</p>	<p>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.</p>

1-8	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).	Principal and ILT will model methods and ways to have students set and monitor their own goals.	Goal logs, PD and PLC notes
1-9	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

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	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)			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	16.6	26.6	36.6
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:	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 (CEOU/Embedded Assessments, SMI, SBAC).				
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i>	LEADERSHIP/ORGANIZATIONAL ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i>	EVIDENCE OF IMPLEMENTATION <i>How will we know we are implementing these practices successfully? How will we know if they are working?</i>		

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.	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

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Social-Emotional Learning	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).			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	African American	94.90%	96%	97%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				
Theory of Action for Conditions for Student & Adult Learning Priority:	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.				

#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom?</i> <i>How will they plan and practice out of class?</i> <i>Which programs will we implement?</i>	LEADERSHIP/ORGANIZATIONAL ACTIONS What will school leaders do? What staffing and resources are needed?	EVIDENCE OF IMPLEMENTATION How will we know we are implementing these practices successfully? How will we know if they are working?
3-1	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
3-2	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 two family engagement workshops	Attendance and agendas at family engagement workshops
3-3	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
3-4	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
3-5	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.
3-6	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

3-6	Teachers and support staff will provide additional outreach and support to homeless students through positive relationship building, monitoring and assessment and communication with family.	COST team will monitor homeless support and provide strategies to teachers	COST agendas
3-6	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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	English Learner Reclassification	We will maintain the reclassification rates at or above 32%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	32.00%	35.00%	38.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor ELPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
Theory of Action for English Language Learners Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i>	LEADERSHIP/ORGANIZATIONAL ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i>	EVIDENCE OF IMPLEMENTATION <i>How will we know we are implementing these practices successfully? How will we know if they are working?</i>		
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 CLO in classrooms.
4-9	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

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 119

School: Glenview Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Literacy	A1.6 After School Programs	5825				119-1
\$6,191.85	General Purpose Discretionary	Subs for release days	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1150				119-2
\$1,857.56	General Purpose Discretionary	Classified extra time	Literacy	A3.2 Reading Intervention	2925				119-3
\$6,191.85	General Purpose Discretionary	Academic mentor	Literacy	A3.2 Reading Intervention	2928				119-4
\$14,665.23	General Purpose Discretionary	Supplies	Mathematics	A5.1 School Culture & Climate (Safe & Supportive Schools)	4310				119-5
\$8,000.00	General Purpose Discretionary	Copier	Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	5610				119-6
\$1,000.00	General Purpose Discretionary	ST Math License	Mathematics	A2.8 Data & Assessment	5846				119-7
\$300.00	General Purpose Discretionary	Postage	Mathematics	A5.1 School Culture & Climate (Safe & Supportive Schools)	5910				119-8
\$5,956.84	General Purpose Discretionary	EEIP for PE	Social-Emotional Learning	A5.2 Health and Wellness (Mental & Physical Health)	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0135	0.05	119-9
\$18,555.82	General Purpose Discretionary	EEIP for Art	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.20	119-10
\$16,730.85	General Purpose Discretionary	Noon supervisor	Social-Emotional Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV004 7	0.50	119-11

\$4,953.48	LCFF Supplemental	Extended contracts ILT leads to plan professional dev. and meet over the summer	Literacy	A2.10 Extended Time for Teachers	1120				119-12
\$10,526.15	LCFF Supplemental	Academic mentor	Literacy	A3.2 Reading Intervention	2928				119-13
\$5,000.00	LCFF Supplemental	Books to support classroom libraries and intervention	Literacy	A2.1 Implementation of the CCSS & NGSS	4200				119-14
\$104.92	LCFF Supplemental	Surplus	Social-Emotional Learning	A2.2 Social Emotional Learning	4399				119-15
\$70,643.60	LCFF Supplemental	TSA will lead professional development to support intervention and differentiation in math.	Mathematics	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA0135	0.65	119-16
\$45,286.41	LCFF Supplemental	STIP will support Restorative Justice, PBIS, and Toolbox implementation	Social-Emotional Learning	A2.2 Social Emotional Learning	1105	TEACHER STIP	TCSTIP0316	1.00	119-17
\$1,435.12	Title I: Basic	Surplus	Literacy	A3.2 Reading Intervention	4399				119-18
\$38,038.86	Title I: Basic	TSA	Literacy	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA0135	0.35	119-19
\$970.83	Title I: Parent Participation	Supplies to support implementation of parent education and increase parent participation	Literacy	A6.5 Academic Parent-Teacher Communication & Workshops	4310				119-20
\$651.79	PTA Donation	Surplus	n/a	n/a	4399				119-21
\$45,348.21	PTA Donation	STIP	Literacy	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0707	1.00	119-22

Title I School Parental Involvement Policy: 2017-18

Glenview
Elementary 4215
La Cresta Ave.
Oakland, CA 94602

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

Glenview Elementary agrees to implement the following statutory requirements:

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

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

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

Part 2. Description of how the School will implement required School Parental Involvement Policy components Building Parent Capacity for Involvement

- 1) **Glenview Elementary will** take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 111S(b) of the ESEA:
 - PTA (Parent Teacher Association) announcement and invitation
 - Regular Announcements to students over the school intercom
 - Glenview Grapevine School Bulletin
 - OUSD Parent Signature of Parent Guide Book
 - Glenview Elementary Handbook
 - The school's outdoor marquee
- 2) **Glenview Elementary will** take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Posting in the school office, hallways
 - School website
 - Glenview Grapevine (School Newsletter)
 - PTA (Parent Teacher Association) Bigtent email listserve
 - Fliers
 - School Mailings

- 3) **Glenview Elementary will** update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy:
 - SSC (School Site Council) agenda every year for review
 - School Staff
- 4) **Annual Title I Meeting. Glenview Elementary will** convene an annual Fall meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan
- 5) **Glenview Elementary will** provide information about Title 1 programs to parents of participating children in a timely manner:
 - The information will be provided using the procedures described in Part 2, #2, above.
 - Information about the Annual Title I Meeting will be provided at fall registration.
 - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
 - Annual Title I Meeting
 - SSC meetings
- 6) **Glenview Elementary will** provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - Back to School Night
 - Grade Transition Nights
- 7) **Glenview Elementary** provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Opportunity to request items in advance to include on meeting agenda
- 8) **Glenview Elementary will** provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Back to School Night
 - Teacher Conferences
 - Glenview Elementary Handbook
 - School Announcements
- 9) **Glenview Elementary will** submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Office of the Ombudsperson
 Contact: Mr. Gabriel Valenzuela, Ombudsperson
 Address: 1000 Broadway, Ste 150, Oakland, CA 94607
 Email: Gabriel.Valenzuela@ousd.org

School-Home Compact

Glenview Elementary has jointly developed with and distributed to parents of Title I students a School-Home Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and

parents will develop a partnership to help children reach proficiency on the California content standards.

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) ***Glenview Elementary will*** build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - PTA (Parent Teacher Association)
 - SSC(Collaborative School Site Council)
 - The school district's Parent Options Program
 - Filers
 - The school's website
 - The school's outdoor marquee
 - The School Site Principal will be responsible for the overall program of parental involvement.
- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

- Parent Handbook
 - Glenview Grapevine
 - Report Cards
 - Information Nights
 - Progress Reports (distributed every six weeks)
 - Annual Title 1 Meeting
- 3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - Providing information to parents on district trainings and information student improvements
 - Parent Education Evenings and events
 - 4) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - Staff Retreats
 - Staff Professional Developments
 - Staff Professional Learning Communities
 - 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct other activities, such as parent resource

centers, that encourage and support parents in more fully participating in the education of their children by:

Back to School Nights

Information Nights

PTA (Parent Teacher Student Association) to organize and facilitate activities

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

Accessibility

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

Provide bilingual translation when needed and possible

Provide accessibility aids, equipment, and architecture to the extent practicable.

Adoption

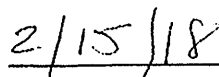
This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A Programs, as evidence by

This policy was adopted by Glenview Elementary School Site Council on 2/15/2018 and will be in effect for the 2017-18 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 Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's signature)



(Date)

**Glenview Elementary School Home-School Compact
2017-18**

STUDENT

It is important to be successful in school so I will....

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

Signature: _____

PARENT/CARING ADULT

It is important for my student to be successful in school so I will...

- **help my student attend school regularly.**
- **provide a quiet place for homework and make sure homework is completed.**
- **attend meetings and parent conferences to learn all I can to help my student.**
- **communicate with school staff when I have questions or concerns about my child's progress.**

Signature: _____

SCHOOL

It is important for all students to be successful in school so we will...

- **Provide a caring, positive, safe environment**
- **Provide quality instruction**
- **Communicate with families and students about schoolwork and behavior**
- **Send home necessary materials to support students**
- **Encourage and model respectful, responsible, and safe behavior.**

Signature: _____

Chelsea Jolly



2017-2018
School Site Council Membership Roster – Elementary

School Name: Glenview Elementary

Chairperson : Maureen Whalen
Vice Chairperson: Duane Wolfe
Secretary: Lisa McGuinty

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Chelsea Toller	X			
Bart Alexander		X		
Jennifer Brouhard		X		
Duane Wolfe		X		
Christina Williams			X	
Katie Cole				X
Lisa McGinty				X
Maureen Whalen				X
Jessica Coulson				X
Amanda Staab				X

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

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

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