

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Glenview Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Glenview Elementary School
CDS Code: 1612596001853
Principal: Chelsea Toller
Date of this revision: 6/5/2017

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
Address: 4215 La Cresta Avenue
Oakland, CA 94602

Position: Principal
Telephone: 510-531-6677
Email: chelsea.toller@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Glenview Elementary School

Site Number: 119

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

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: 4/27/17

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

- | | | |
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| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> ^{Big-Tent} Other (notices, media announcements, etc.) |
|--|---|--|

Signatures:

Chelsea Toller

Chelsea Toller
Signature

5/1/17
Date

School Principal

Jennifer Mahon

Jennifer Mahon
Signature

5/2/17
Date

Print name of SSC Chairperson

LaResha Martin

LaResha Martin
Signature

5/5/17
Date

Network Superintendent

Marcus Silvi

Marcus Silvi
Signature

5/25/17
Date

Coordinator, Office of Accountability Partners

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/26/16 and 1/24/16	SSC	Shared overview of school goals, discussed changes to the plan for 2017. Went through a values identification process to help determine what programs were most strategic particularly in light of budget cuts. Documented feedback to share with PTA and ILT. Shared budget updates and changes for 2017-18 and impact on school plan.
1/23/2017	ILT	Identified ILT priorities for 2017-18. Discussed specific strategies and systems that most supported student achievement and supported teachers. Isolated areas that were less valued and could be cut if needed.
1/18/2017	PTA	Shared data and priorities for 2017-18 based on Data. Went through values process to determine Parent opinions on programs and funding priorities.
2/13/2017	Staff meeting	Gathered feedback on school priorities and reviewed
3/20/2017	ILT	Reviewed final draft of plan and provided feedback to principal

2017-2018 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	\$71,240.28	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$90,238.59	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$258,107.71	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$24,756.90	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$829.07	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$25,585.97	\$0.00

PART A: ABOUT THE SCHOOL

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.

*Due to construction and improvements to our school site, Glenview will be located at the Santa Fe Elementary school site (915 54th St.) through the 2017-2018 school year. School bus transportation will be available for Glenview students attending Santa Fe Elementary during this time.

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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Students will increase their academic achievement in literacy by 5% as evidenced on SBAC

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	African American Students	31.11%	36.11%	41.11%

Other Leading Indicators for Literacy:

F&P levels, SRI and LLI group monitoring will be tracked.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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English Language Learners increased on SBAC ELA and SRI
 Low Income students grew on SRI
 SBAC ELA grew for all students
 EL students grew 16 pts on SRI
 AA students grew 4 points on ELA SBAC

Only 10% of ELL students were reclassified, a drop in 6% points from the previous year
 LI students proficiency rate decreased by 2% on SBAC ELA
 AA students proficiency rate dropped by 13 points on SRI

ROOT CAUSE ANALYSIS

We do not have a specific ELD program
 ELD learners are a small, but diverse group so it has been tricky to figure out how to meet their unique needs
 LLI was implemented, but we didn't link the LLI strategies back into the classroom

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

Students in each grade level and sub. group will increase percentage of students at or above grade level by 5% on SBAC

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	African American Students	15.56%	19.78%	24.00%

Other Leading Indicators for Mathematics:

SMI, C-EOU data will be monitored throughout the year.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
All students grew by 3 points on Math SBAC. EL students grew by 4 points on Math SBAC. LI students grew by 5 points on Math SBAC.	AA status growth change decreased by 6 percentage in SBAC math In spite of growth only 16% of EL students scored proficient or above on SBAC Math. Only 16% of AA students scored proficient or above in math.

ROOT CAUSE ANALYSIS

Our math unit planning in 2015-16 was driven by the curriculum rather than student data.
Teachers taught most math in whole group rather than differentiation.
There was no specific math intervention in place to support struggling students.

CULTURE & CLIMATE PRIORITY: Social-Emotional Learning

SCHOOL GOAL for Social-Emotional Learning:

80-90% of all students have 0-1 office discipline referrals (URFs)
5-10% of all students have 2-5 URFs
1-5% of all students have 6 or more URFs
3.5% or fewer students have received suspensions

SCHOOL TARGETS for Social-Emotional Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students	0.00%	0.00%	0.00%

Other Leading Indicators for Social-Emotional Learning:

Suspension rates and discipline referrals will be monitored throughout the year.

NEEDS ASSESSMENT for Social-Emotional Learning:

STRENGTHS	CHALLENGES
Suspension rates are at 0. Parent climate survey rates are very high (90%) Chronic absence rates are low Culture and climate survey results for students are high (75%)	Student SEL survey data went down by 7 points. Climate and Culture student survey data went down by 3 points.

ROOT CAUSE ANALYSIS

Surveys for SEL/Climate are given to fifth graders. Last year's fifth grade had a challenging year with a teacher leaving mid-year and lack of intervention for behavior supports.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

90% of English Learner families will understand the Reclassification process and timeline.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	English Learners	n/a	TBD	n/a

Other Leading Indicators for Family Engagement:

Equity team survey given annually to parents, student focus groups will monitor SEL implementation.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
Glenview has low chronic absences (4.71) in the "all". Suspension rates are at 0.	AA attendance rates and LI student attendance rates are disproportionately higher than the "all" student group.

ROOT CAUSE ANALYSIS

AA students and LI students are over-represented as students who live in other parts of the city. This effects their ability to get to Glenview on time.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If teachers deepen their capacity in high leverage BAL strategies, unpack their reading units and LLI is provided to struggling readers, we will decrease the achievement gap while raising literacy levels for all students. If we support teachers in teaching writing through the content areas of Social Studies and Science, students will have increased authentic opportunities to address writing standards which will build their skill and capacity as writers.
SCHOOL THEORY OF ACTION for Mathematics:	If teachers plan math units which include differentiation and small groups during math, students will fill gaps in knowledge and push students to their highest levels.
SCHOOL THEORY OF ACTION for Social-Emotional Learning:	If we ensure consistent progressive discipline plans across all classrooms and provide universal screens to insure appropriate Tier II interventions, students social emotional needs will be supported allowing increased time for students to focus on academics and learning.
SCHOOL THEORY OF ACTION for Family Engagement:	If we engage families of English Learners in understanding their children's reclassification status and the reclassification timeline, our students will be more likely to acquire English.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:

Teachers use and understand data and provide differentiated instruction targeted to student needs

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will engage in collaboration and planning weekly with a focus on differentiation and small group instruction	TSA or Principal to attend all PLC meetings	Structured weekly PLC supported through enrichment coverage of students (Art, music, PE, technology, garden)
1-2	100% students will read at their "just right level" daily	Principal Walk Throughs and interviewing students	Data entered into Illuminate and site spreadsheets to monitor progress per district calendar
1-3	Teachers will use data to inform instruction of each student across content areas and personalize learning goals	Provide six week cycles of Reading, Math, Science/Writing and Social Studies/Writing to plan units guided by student and school wide data	Data Analysis at the beginning, middle and end of each unit. Goal setting for individual students in writing, reading and math. GATE Goals set for GATE students
1-4	Teachers will confer, run strategy groups, guided reading groups and/or book clubs daily that include a scope and sequence of teaching points for each group	Classroom Observations will be done during Reader's Workshop on a bimonthly basis by principal and TSA	Teachers will collaboratively plan for guided reading and book clubs during PD and PLC time. Teachers will observe each other using peer observation protocol.
1-5	Teachers will align their literacy activities to standards.	Principal and TSA will collect data while doing walk through and observations to provide feedback on literacy activities and engagement of students who are not working in teacher's small group. Data will be shared with individual teachers and school wide.	Weekly PLC time and ongoing PD time include grade level discussion on literacy activities
1-6	Teachers will use data to identify students in need of ELA intervention and refer these students to the LLI intervention team. Students referred to LLI will receive reading intervention at least 3x a week.	Data chats three times a year to identify tier 1 and tier II interventions. Tier III intervention team to meet monthly. Tier II interventions in classroom and identified in the lesson planning tool used to develop units.	Literacy Intervention consultant to monitor and train literacy intervention staff
1-7	Teachers will share data with parents to engage families in the education of their children. All students will set goals three times a year in reading, writing, and math and will share these goals with their parents.	Principal set report card and parent teacher guidelines including what data is to be shared with parents. Teachers will be trained by Principal on how to run an effective parent conference.	Bank of Report card comments provided to teachers with specific ways to communicate student needs and next steps. Report cards submitted to principal and reviewed before given to parents. Part of PD cycles to include setting student goals and sharing goals in PLC time.

1-8	Teachers will facilitate academic discussions using strategies that extend student thinking, textual evidence, and ensure equal participation of all students including EL Students and GATE students	Videos in PD reviewed by staff of teachers facilitating academic discussions with opportunities to discuss and evaluate teacher in the video. School wide goal aligned to OETF Domain 3B and 3C and looking through the lens of the OETF rubric to deepen the academic discussion across content during planning.	STIP sub. to provide coverage of teachers to facilitate peer observations at Glenview focused on developed instructional core including academic discussions
1-9	Teachers will work in grade level teams to identify ways to celebrate progress in literacy (end of unit celebrations, poetry fest, monthly class celebrations)	Leadership will continue to instill sense of celebration and vision of creating a culture of literacy through designated events like annual readathon and celebrating reading growth in students.	Student reading will be celebrated at Fall Reading Kick Off and March Literacy Week and Intervention Reading Recital events
1-10	Teachers will utilize ILT identified essential ELD strategies linked to academic language develop and anchor charts across content areas to ensure that English learners can access curriculum throughout the day	Principal and ILT will monitor EL data throughout the year and use this data to guide PD next steps	While planning units, the planning template will explicitly require teachers to look through the lens of EL Needs
1-11	Teachers will complete SST packet and schedule an SST meeting for all students performing below grade level in Math and/or Literacy	Principal to attend all SST meetings	Schedule Substitutes for monthly day of SSTs
1-12	Teachers will identify students in need of math intervention and will identify what skills are needed to support student next steps.	Intervention team will meet to monitor progress and math intervention next steps	TSA will help develop math intervention model based on student needs
1-13	100% of teachers will provide a daily reader's workshop block that includes the structure of Mini-Lesson, Writing Workshop and Closure	Principal walk through to monitor implementation using the RW observation tool	TSA and literacy coach will support implementation aligned to the RW observation tool
1-14	Teachers will communicate with afterschool staff about targeted intervention needs	Principal will collaborate with afterschool program manager to plan differentiated interventions during afterschool	Afterschool program liaison will support afterschool staff in developing quality academic and social emotional interventions
1-15	Kindergarten lead teacher will meet with TK/K team to plan for transition activities	Kindergarten lead teacher and principal will plan with parents for transition communication and events for entering students	Entering Kinder and TK students and families will be invited to participate in a Winter Kindergarten/TK Parent Info. Night, a Spring Visit day, and a Fall Kindergarten Tea.
1-16	Teachers will provide hourly intervention afterschool in math and literacy	Principal will work with afterschool program management to allocate funding for intervention teachers	Intervention coordinator will help determine which students qualify for help.

1-17	Family Engagement Events will align with instructional program of teachers	Teacher and afterschool leaders will plan events for families including; STEM Night, Day of Literacy, and Social Emotional Events.	PTA will co-host family engagement events every other month focused on how to support your child in school.
1-18	Teachers will be trained on how to interpret the results of CELDT and Reclassification Data in order to better support EL students in the classroom	ILT will review EL data to monitor progress and provide PD recommendations	EL families will be engaged in learning more about the EL reclassification process through EL family engagement nights and outreach
1-19	Teachers will use ST Math at least 30 min. a day, 4x a week	Principal and ILT will monitor and share ST Math Data weekly	ST Math will be used as a tool to differentiate instruction and to facilitate the pulling of small groups during math
1-20	Based on student data analysis, teachers will select one school wide strategy within the BAL framework that will be deepened in order to impact student literacy.	ILT, TSA and Principal will help to identify the high leverage strategy and will develop a PD cycle that supports teacher in this strategy.	As part of their peer observation cycles, teachers will observe each other using the focus strategy for the year.
1-21	Students will participate in art, music, tech. and PE while teachers have weekly PLCs and preps. to develop the whole child and support language development across content areas	TSA and Principal will meet monthly with the "Specials Team" to support PD needs and intervention support within the Specials instruction	Specials teachers will be provided with prep time and access to district PD to improve their instructional practices to provide differentiation within their classes.

Improvement Strategy #2:	Teachers use CC/NGSS standards to backwards plan instructional units including developing quick assessments in addition to the district assessments to monitor and track performance
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers will unpack Reading and Writing Units based on Lucy Calkins/TC curriculum	TSA and Lead Literacy Teacher will provide PD in unit development.	Grade level teams will be provided with release time 3x a year to plan units
2-2	10:2- 10 minutes of teacher talk: 2 min of student academic talk will be observed during instructional components	Walk throughs and observations will include monitoring teacher talk v. academic talk	Teachers will observe each other in literacy and math instruction using the Instructional Core observation tool
2-3	Daily lesson will have clear learning target posted on the board	Weekly walk throughs to check for teaching points and schedule alignment	Instructional Schedules with teaching points posted on the board and monitored via walk throughs
2-4	Teachers will include the "Why" in their teaching point	TSA will continue to coach teachers in their planning process and in observation to ensure that teachers are understanding the why behind their instruction	Planning time during release days, PD and PLC will hold the focus of the "why" as a core PD goal

2-5	Teachers will develop their understanding of math open ended performance tasks and improve their ability to question students with high DOK.	ILT to analyze math data and advise leadership on next steps for PD and implementation	PD will include time for teachers to take the performance tasks in order to understand the assessments and how to better prepare their students for them
2-6	Teachers will create and use pre assessments and quick assessments to check for understanding in between district and state assessments	Planning tool will include explicit information on quick assessments and tool will be reviewed by TSA and Principal	Teachers will plan quick assessments during PLC time or PD time in grade level teams facilitated by TSA
2-7	Teachers will become familiar with CCSS and NGSS by using them during planning time	Principal will provide all teaches with a copy of the CCSS and the NGSS. Teachers will be expected to bring the standards to all PD and PLC meetings and to be used in lesson planning.	Open House and Back to School Night will focus on sharing standards to engage families in the instruction of students.
2-8	Teachers will provide EL scaffolds such as sentence stems, vocabulary development and sentence frames	ILT and principal will design content PD with a lens toward EL support strategies	During planning, each teacher will identify EL focus student to monitor and plan for
2-9	Teachers will observe the same partner in another grade level 3x per year	ILT and Principal will train teachers on the use of the Instructional Core Obs. Tool and how to give a peer feedback	Teachers will be provided with an extra prep 3x a year to observe their colleague
2-10	Teachers will unpack math units incorporating the "purple book", the c-eou expectations, standards and math expressions to create a comprehensive math unit and add this to the previous year's math units that have been unpacked already	Lead Math Teacher, TSA and Principal will model the unpacking of the unit and provide a unit tool during PD during the math pd cycle.	Math PD cycle will build off of previous year's focus on differentiation and unit planning and will be designed by Math Lead and ILT.
2-11	Teachers will re-arrange the ST math units within the program to align to the units being taught.	Principal, Math lead and DLT will meet bi-monthly and will monitor ST Math Data	Math Lead and DLT will be provided with an extra prep a week to support ST math operationally and instructionally
2-12	Teachers will develop a science/writing and social studies/writing unit aligned to SS framework, writing standards and NGSS.	Writing Lead and Science Lead will co-facilitate this training for teachers	TSA and ILT leads will be released to plan for this PD. ILT will provide consultation and input to the leads twice a month at ILT meetings.

Improvement Strategy #3:	Through deepening of Restorative Justice, PBIS, and implementation of Toolkit practices, Glenview will be a welcoming school where students have the tools they need to develop social emotional learning skills in order to reach CCSS expectations.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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3-1	Teachers will implement RJ and PBIS practices in classrooms to redirect negative behavior and clarify classroom procedures	Principal will ensure that all new staff is trained in RJ and PBIS	5 x a year staff will engage in SEL professional development including deepening RJ and PBIS practices
3-2	Teachers will use the URF to refer students to the office	Principal will train staff on URF	COST team will meet monthly to analyze URF data and tier 2 student needs
3-3	Teachers will provide feedback to SEL team leads to inform PD and next steps	Principal will attend all SEL team meetings in order to provide vision behind implementation of strategies	SEL Team will meet monthly and will have two retreats a year to plan for short and long term implementation goals
3-4	Teachers will positively reinforce behavior with PBIS strategies	Principal will reinforce student behaviors with weekly ticket pull and ongoing ticket "challenges"	SEL team will analyze PBIS data (who, where, when, what) to inform how to identify the behavioral needs of the school
3-5	Teachers will continue to use the Toolbox curriculum to teach students SEL skills and competencies in the classroom	Principal will ensure that subs. are provided for classified staff in order for them to be trained in Toolbox	Classified staff will be trained annually in Toolbox, de-escalation and 5:1 training by district SEL support staff
3-6	STIP PE Teacher and RJ Coordinator will implement the Playworks Model	Principal will work with PTA to secure funding for RJ Coordinator and PE Teacher	Yard Team to meet monthly to monitor playground needs or concerns
3-7	Teachers will contact parents when students have ongoing or serious negative behaviors	Principal will schedule community meeting as needed with parents to support positive redirection of student behaviors and build the home school connection	Parent events will include training on the Toolbox, PBIS and RJ
3-8	Teachers will refer students to Insights for Behavior when students need more comprehensive behavior plans	Principal will invite Insights to Behavior specialist to COST team meeting	COST team to meet monthly. Homeless and Foster youth will be identified and supported through COST Team
3-9	Noon duty supervisors will be trained in PBIS, RJ and Toolbox by SEL Lead teachers	Noon Duty Supervisors will be given release time to attend trainings	.50 Noon Sup will support PBIS and RJ Implementation on the Yard During Recess and Lunch
3-10	5th grade teachers will provide regular communication with families regarding transition to MS and support for SEL and physical needs of upper grade students	Principal will meet with 5th grade team monthly	5th grade team will develop a year long plan for SEL support for transitioning students
3-11	Staff will understand SEL implementation expectations	ILT, Principal and SEL teams will update the Teacher handbook annually with SEL expectations	Teachers will be trained in the teacher handbook in order to understand SEL and overall school wide expectations
3-12	K Teachers will include SEL information in communication with parents at Back to School night and in beginning of the year events	At TK-K events, principal and teachers leaders will share SEL strategies and curriculum	Entering Kinder and TK students and families will be invited to participate in a Winter Kindergarten/TK Parent Info. Night, a Spring TK/K Visit day, and a Fall Kindergarten Tea.

3-13	Teachers will communicate with afterschool staff about alignment of SEL practices and goals	Principal will meet monthly with Afterschool Staff to insure alignment of school and afterschool program	Students in afterschool program will receive SEL support through wellness, leadership, RJ and academic support programming
3-14	Teachers will refer students to RJ Coordinator for 1:1, small group or whole class intervention support (Tier II)	Principal will insure funding allocation for .5 RJ Coordinator	RJ coordinator will lead PD for teachers
3-15	Teachers will create a first six weeks of school climate and culture plan in grade levels	SEL team and Principal will plan August retreat focused on cohesive school culture development	Release time will be provided for teachers that need 1:1 coaching with RJ facilitator
3-16	Teachers will attend RJ training, PBIS training and Toolbox training as needed	Principal and RJ facilitator will meet monthly and identify support needed for staff.	Subs. will be provided for teachers to attend SEL trainings (PBIS, RJ, Toolbox)
3-17	Teachers will complete the SRSS Form three times a year to track and monitor student needs	RJ facilitator will collaborate with district PBiS coordinator and Mental health services provider to train teachers	Data will be reviewed from the Universal screening form by the SEL team to determine service alignment
3-18	RJ Facilitator will document and track students in Tier I, Tier II, and Tier III SEL intervention	RJ Facilitator will share data with SEL team and principal	Data will be used to determine allocation of resources and identify unmet needs
3-19	All teachers will have a clearly identified Progressive Discipline plan posted in their classroom	PBIS Coordinator will complete the Tiered Fidelity Inventory to determine areas of need in implementation of PBIS including with progressive Discipline.	Tiered Fidelity Inventory will inform next steps for SEL/PBIS development and will be reviewed by SEL team

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

119

School:

Glenview Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Afterschool Program	Afterschool program liaison will support afterschool staff in developing quality academic and social emotional interventions	A1.6: After School Programs	5825				119-1
\$8,000.00	General Purpose Discretionary	Extended Contract	ILT, TSA and Principal will help to identify the high leverage strategy and will develop a PD cycle that supports teacher in this strategy.	A2.5: Teacher Professional Development for CCSS & NGSS	1122				119-2
\$5,460.60	General Purpose Discretionary	Extended Compensation	ILT, TSA and Principal will help to identify the high leverage strategy and will develop a PD cycle that supports teacher in this strategy.	A2.10: Extended Time for Teachers	2422				119-3
\$10,080.00	General Purpose Discretionary	Classified hourly pay	ILT, TSA and Principal will help to identify the high leverage strategy and will develop a PD cycle that supports teacher in this strategy.	A2.5: Teacher Professional Development for CCSS & NGSS	2928				119-4
\$4,999.68	General Purpose Discretionary	Supplies	Teachers will create and use pre assessments and quick assessments to check for understanding in between district and state assessments	A2.3: Standards-Aligned Learning Materials	4310				119-5
\$34,400.00	General Purpose Discretionary	Restorative Justice Coordinator	RJ Facilitator will document and track students in Tier I, Tier II, and Tier III SEL intervention	A2.2: Social Emotional Learning	5736				119-6
\$8,000.00	General Purpose Discretionary	Copier	100% of teachers will provide a daily reader's workshop block that includes the structure of Mini-Lesson, Writing Workshop and Closure	A2.3: Standards-Aligned Learning Materials	5826				119-7
\$300.00	General Purpose Discretionary	Postage	Entering Kinder and TK students and families will be invited to participate in a Winter Kindergarten/TK Parent Info. Night, a Spring Visit day, and a Fall Kindergarten Tea.	A3.3: Family Engagement focused on Literacy Development	5910				119-8
\$3,233.93	LCFF Supplemental	Supplies to support academic acceleration	Teachers will identify students in need of math intervention and will identify what skills are needed to support student next steps.	A2.3: Standards-Aligned Learning Materials	4310				119-9
\$14,989.72	LCFF Supplemental	Aides/Noon Supes	.50 Noon Sup will support PBIS and RJ Implementation on the Yard During Recess and Lunch	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0047	0.50	119-10
\$72,014.94	LCFF Supplemental	TSA	Teachers will engage in collaboration and planning weekly with a focus on differentiation and small group instruction	A2.5: Teacher Professional Development for CCSS & NGSS		10 MONTH CLASSROOM TSA	C10TSA0135	0.70	119-11
\$700.00	Measure G: TGDS	Extended compensation to support TGDS alternate observers	Teachers will observe each other in literacy and math instruction using the Instructional Core observation tool	A2.6: Teacher Evaluation	1122				119-12

\$16.62	Measure G: TGDS	Supplies to support TGDS	Teachers will observe each other in literacy and math instruction using the Instructional Core observation tool	A2.6: Teacher Evaluation	4310					119-13
\$16,607.72	Measure G: TGDS	STIP	Teachers will engage in collaboration and planning weekly with a focus on differentiation and small group instruction	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0316	0.45		119-14
\$10,000.00	Supplemental Program Investment	Subs for Release Days	Planning time during release days, PD and PLC will hold the focus of the "why" as a core PD goal	A2.1: Implementation of CCSS & NGSS	1150					119-15
\$3,708.45	Supplemental Program Investment	Supplies	Teachers will align their literacy activities to standards.	A3.4: Teacher Professional Development focused on Literacy	4310					119-16
\$10,287.85	Supplemental Program Investment	TSA	Teachers will unpack Reading and Writing Units based on Lucy Calkins/TC curriculum	A3.4: Teacher Professional Development focused on Literacy		10 MONTH CLASSROOM TSA	C10TSA0135	0.10		119-17
\$4,181.20	Title I Basic	Supplies	Teachers will complete SST packet and schedule an SST meeting for all students performing below grade level in Math and/or Literacy	A2.9: Targeted School Improvement Support	4310					119-18
\$20,575.70	Title I Basic	TSA	Teachers will unpack Reading and Writing Units based on Lucy Calkins/TC curriculum	A3.4: Teacher Professional Development focused on Literacy		10 MONTH CLASSROOM TSA	C10TSA0135	0.20		119-19
\$829.07	Title I Parent Participation	Supplies to support parent engagement	Principal will schedule community meeting as needed with parents to support positive redirection of student behaviors and build the home school connection	A3.3: Family Engagement focused on Literacy Development	4310					119-20

**Glenview Elementary School Home-School Compact
2016-17**

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: _____



School Site Council Membership Roster - Elementary School

School Name: Glenview

School Year: 2016-2017

Chairperson: Jen Mahan		Vice Chairperson: David Martindale	
Email:	Phone:	Email:	Phone:
Secretary: Lisa McGinty		LCAP Parent Advisory Nominee: Elinor Buchen	
Email:	Phone:	Email:	Phone:
LCAP EL Parent Advisory Nominee: Kattie Cole		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

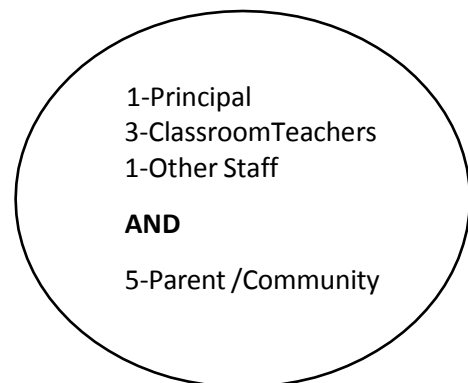
Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Chelsea Toller		x				
Louise Anderson			x			
Thomas White			x			
Bea Fowlkes			x			
Christina Williams				x		
Katie Cole					x	
Lisa McGinty					x	
David Martindale					x	
Jennifer Mahan					x	
Elinor Buchen					x	

Meeting Schedule (day/month/time)	09/22/16; 10/27/16; 12/1/16; 01/26/17; 02/23/17; 03/23/17; 04/27/17; 05/25/17
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SSC Legal Requirements: (Ed. Code 52852)

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



Revised 8/22/2016

Title I School Parental Involvement Policy 2016-17

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 1118(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: Paul Robeson Administration Building, Room 316, 1025 Second Avenue, Oakland, CA 94606
 Email: Gabriel.Valenzuela@ousd.k12.ca.us

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 Student Association)

- SSC (School Site Council)
 - The school district's Parent Options Program
 - Fliers
 - 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
 - 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, 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:
- Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
 - Sending vital information home in Chinese, Spanish, Vietnamese, and English

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 liaisons in Spanish
- Provide accessibility aids, equipment, and architecture to the extent practicable.

Part 4. 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

The school will distribute this policy to all parents of participating Title I, 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.



9/8/16

(Principal's signature)