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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Glenview Elementary School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Glenview Elementary School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Glenview Elementary School



**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Glenview Elementary School      **Site Number:** 119

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

- Title I Schoolwide Program     
  Comprehensive Support & Improvement (CSI) Grant     
  Additional Targeted Support & Improvement  
 Title I Targeted Assistance Program     
  Local Control Funding Formula Equity Multiplier     
  Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/16/2026

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, ParentSquare blasts, etc.)

**Signatures:**

Matthew Takimoto	<i>Matthew Takimoto</i>	5/6/2026
<i>Principal</i>	Signature	Date
Yolanda Harris	<i>Yolanda O. Harris</i>	5/6/26
<i>SSC Chairperson</i>	Signature	Date
<i>SELLS Representative (optional)</i>		
	Signature	Date
Leroy Gaines	<i>Leroy Gaines</i>	04/27/2026
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	4/27/26
<i>Director, Strategic Resource Planning</i>	Signature	Date

## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
7/24/2025	Admin Team	Reflected on instructional practices and supports
8/6/2025	Faculty	Reviewed data and identified school needs
11/20/2025	SSC	Reviewed SPSA goals and strategies
12/18/2025	SSC	Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft, Discussed proposed
1/28/2026	Faculty	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections, Collected input
1/29/2026	SSC	Collected input for next year's SPSA draft
2/26/2026	SSC, Other	Collected input for next year's SPSA draft
3/18/2026	SSC, Other	

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

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

### **Early Literacy Program**

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **Transitional Students and Families Unit**

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

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

**2026-27 BUDGET SUMMARY**

**Budget Summary**

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$374,631

**Federal, State, and Local Funds**

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$0
Title I Parent & Family Engagement Resource 3010	\$0
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$374,631</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$18,500
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$71,913
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$374,631</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Glenview Elementary School</b>		<b>School ID: 119</b>	
<b>CDS Code: 1612596001853</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>	<b>6/24/2026</b>

**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.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

Access to direct services of counseling

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.7%	13.5%	17.9%	0.4%	42.4%	16.0%	35.3%	7.6%	0.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.9%	15.1%	6.5%	0.8%	0.2%	0.4%	33.8%	2.5%	96.3%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	28.8%	43.1%	36.5%	49%	49%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	62.8%	54.9%	63.2%	83%	66%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	67.6%	55.3%	70.0%	88%	72%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	25.5	6.9	21.7	45.00	36.0
SBAC ELA Participation	All Students	97.5%	94.3%	94.3%	95.0%	95%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	40.2%	54.1%	52.4%	52.8%	56.0%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	11.3	4.8	7.2	31.0	18.0
SBAC Math Participation	All Students	94.3%	94.3%	94.3%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	32.8%	49.2%	46.5%	52.0%	52.0%
California Science Test (CAST) Participation	All Students	100.0%	93.7%	94.7%	95.0%	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment</li> <li>- D-ELD in daily schedules for all ELLs</li> <li>- IEPs completed on time</li> <li>- Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly</li> </ul>

**Academic Measures & Targets for Focal Student Groups**

<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-94.9	-98.2	-79.0	45.0	0.0
SBAC ELA Distance from Standard Met	African American Students	-31.2	-38.1	-51.1	0.0	0.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	25.0%	44.1%	36.2%	70.4%	30.0%
SBAC Math Distance from Standard Met	Special Education Students	-74.3	-84.1	-79.1	31.0	0.0

SBAC Math Distance from Standard Met	African American Students	-34.6	-53.0	-61.2	0.0	0.0
<b>Reclassification Measures &amp; Targets</b> *Reference <a href="#">ELL Progress Data</a>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	17.4%	7.7%	3.4%	N/A	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%		0.0%	20.0%	7.0%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%					
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	60.3%	84.3%	81.0%	90.0%	95.0%
Out-of-School Suspensions	All Students	0.4%	0.2%	0.4%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	3.0%	1.3%	2.2%	10.0%	0.0%
Chronic Absenteeism	All Students	40.2%	10.2%	10.0%	10.0%	7.5%
Chronic Absenteeism	African American Students	55.8%	35.5%	22.7%	10.0%	7.5%

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

**School Goal:** By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

**Identified School Need:** Specifically:  
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.  
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.  
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	85.7%	86.5%	85.7%	90.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	Mid-year I-Ready Reading diagnostic data - students meeting growth targets 1st: 16% typical (goal 83%, 24-25 outcome 63.2%) 2nd: 33% typical (goal 88%, 24-25 outcome 70%) 3rd: 40% typical 4th: 46% typical 5th: 32% typical (3-5 goal 52.8%, 24-25 outcome 52.4%)  Typical growth is ahead of 24-25 (33.5% compared to 33.0%) First grade and fourth grade are particular strengths this year, both more than 5% ahead of the 24-25 midyear assessment.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027  - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY  - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY  - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>54.4% of Black students with at least 40% growth on I-Ready math midyear, up from the previous year (52.5%)</p> <p>Increase in SpEd student growth on I-Ready reading midyear, 46.3% making 40% or more growth in 25-26, up from 41.9% in 24-25</p> <p>EL students showing great growth on both I-Ready reading and math midyear</p> <p>Reading: 55.9% of students with 40% or more growth, up from 44.8% in 24-25  Math: 44.1% of students with 40% or more growth, up from 34.5% in 24-25</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%  2. An annual suspension rate below 2%</p>	<p>Daily attendance is up by 0.6% from 24-25, chronic absenteeism is down 1.6% from 24-25.  Suspension rate currently at 0.6% of students</p> <p>CSM heads attendance team, and works with attendance specialist to do direct outreach and engagement with families of absent and chronically absent students.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Five teachers are currently receiving induction coaching with new teacher support coaches, including TSA and classroom teachers. Instructional Leadership Team and Culture and Climate Committee help co-create professional development cycles and engage teachers in high quality professional learning. PD attendance over 90% on average</p>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>Mid-year I-Ready Math diagnostic data - students meeting growth targets</p> <ul style="list-style-type: none"> <li>1st: 21% typical</li> <li>2nd: 22% typical</li> <li>3rd: 11% typical</li> <li>4th: 14% typical</li> <li>5th: 25% typical</li> </ul> <p>Target: 58% in grades 3-5</p> <p>Growth is looking very slow in mathematics, and not looking on track to decrease distance to standard on 3-5 SBAC.</p> <p>We do not look on track to meet the goals set for 25-26, though all goal percentages feel overambitious and unattainable. We look on track to match or exceed outcomes from the 24-25 school year.</p>
<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Decrease in Black student growth on I-Ready reading midyear, 36.8% of students with 40% growth or more in 25-26, down from 45.5% in 24-25</p> <p>Decrease in SpEd student growth on I-Ready math midyear, 41.3% of students with 40% growth or more in 25-26, down from 41.9% in 24-25</p> <p>There are no intervention programs or data protocols that specifically center and target Black students in order to close this equity gap.</p> <p>Communication between SpEd and GenEd has been inefficient and inconsistent, which makes it more challenging to fully support SpEd students.</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Despite making gains, we are behind pace in meeting attendance goals.</p> <p>While our suspension rate is below the 2% goal, we currently do not have a system or a space for students to go to spend time if they can not be back in class for the day for safety reasons, or are not ready to safely rejoin class, leaving suspension as the only feasible option on occasion.</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	More schoolwide communication and collaboration, including but not limited to schedule alignment, professional learning community support, or 1:1 coaching, is needed to bolster and ramp up new teacher support.
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**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Glenview Elementary School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

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

We were unable to complete strategy 4-4, as we lost funding for our STIP substitute and the schedule flexibility that comes with that position. We have still been able to provide some coverage for IEP or 504 meetings, but other meetings have needed to be scheduled during a teacher's prep period.

We did not complete 5-2, a PD session on implicit bias. We completed this activity in the 24-25 school year.

We did not fully complete strategy 2-4, we did not have the Reading Club staff capacity to serve all below-grade level students. We served the majority of below grade level students, but not all of them.

Strategy 2-4 will be changing, as due to budget constraints we can not (as of February 2026) fund Reading Club in the 26-27 school year. We intend to fund Reading Club should more money become available in revised budgets, but we can not make a SPSA strategy without assurances this resource will be available.

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

The strategies and actions from the 25-26 SPSA were not robust or targeted enough to be truly effective. In particular, the strategies outlined in LCAP Goal 2 were not targeted to support those marginalized groups. Strategy 2-1 is a whole-school strategy, rather than specifically targeting and centering Black students. Strategy 2-2 is a whole-school strategy, and does not have language specifically relating to EL students. Strategy 2-3 refers to the COST process, and does not address the needs of Special Education students who have already gone through the COST process and are receiving services. Strategy 2-4 supports below-grade level readers, who are not necessarily all low-income students.

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

Changes will be made to LCAP Goal 2 strategies to more specifically focus on the named marginalized groups.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
n/a	n/a	n/a	n/a	n/a

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Glenview Elementary School	<b>SCHOOL ID:</b> 119
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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<b>Identified Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Teachers will implement district adopted curriculum	All Students	Academic	Tier 1 - Universal
1-2	Teachers will formatively assess students on content learned in daily lessons. In Professional Learning Communities, teachers will analyze that student work, and use the data to identify next steps for their practice.	All Students	Academic	Tier 1 - Universal
1-3	Additional district resources and Blended Learning platforms will be used to target skills that need additional practice	All Students	Academic	Tier 2 - Supplemental
1-4	Teachers will use assessment data to identify students who need prerequisite skills, and use that data to form targeted intervention groups. Those groups receive consistent instruction, and data is collected to measure growth. Data is analyzed and groups are re-evaluated every 6-8 weeks.	All Students	Academic	Tier 2 - Supplemental

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY			
<b>Identified Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Glenview teachers will monitor progress of Black students to ensure that they are making academic and SEL progress, and can act quickly when progress is not being made. Black students below grade level in reading or math will receive consistent (>once weekly) small group or individual instruction in the classroom in their academic area of need.	Black Students	Academic	Tier 2 - Supplemental
2-2	Glenview will prioritize direct engagement with families of Black students for the purposes of school improvement and inclusion. Glenview will make an effort to ensure the needs of Black families are heard and taken into account when making schoolwide decisions.	Black Students	Academic/Behavioral/SEL/Mental Health	Tier 2 - Supplemental
2-3	Glenview teachers will monitor progress of EL students to ensure that they are making academic and SEL progress, and can act quickly when progress is not being made. EL students below grade level in reading will receive consistent (>once weekly) small group or individual instruction in the classroom that supports their access to grade-level core ELA curriculum content.	English Learners	Academic	Tier 2 - Supplemental
2-4	The Literacy TSA will support grade levels in strengthening their small-group instruction, and deepening their understanding of how best to support EL students as part of the general education classroom.	English Learners	Academic	Tier 2 - Supplemental
2-5	Glenview will promote a welcoming and inclusive environment for students in Self-Contained Programs by supporting students in mainstreaming when appropriate. A team including the SCP teacher, staff that support IEP goals, school leadership, and general education teachers at a student's grade level will identify opportunities for SCP students to join their grade-level peers in a general education setting.	Special Education Students	Academic/Behavioral/SEL/Mental health	Tier 2 - Supplemental

2-6	Glenview teachers and special education staff will collaborate and communicate to ensure that students with IEPs have supports that meet them at their points of need. This can include, but is not limited to: providing paraprofessionals and support staff with adequate resources for push-in and pull-out support; and collaboratively analyzing data at least once per trimester to track growth and next steps; and aligning schedules to ensure consistency of intervention and support. When appropriate, the Literacy TSA can further support teachers and staff by providing professional development and support in Tier 2 and Tier 3 academic interventions.	Special Education Students	Academic	Tier 2 - Supplemental
2-7	The Community Schools Manager will be given time and resources to provide direct outreach and advocacy for low-income families who need support with basic needs, including food insecurity.	Low-Income Students	SEL/Mental Health	Tier 2 - Supplemental
2-8	Every 6-8 weeks, teachers will have time to do focused data-informed planning of small group instruction, with the expectation that focal student data is consistently tracked, and the needs of students in focal groups are re-evaluated every cycle.	Black Students, English Learners, Special Education Students	Academic	Tier 2 - Supplemental

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%			
<b>Identified Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
3-1	All teachers implement explicit SEL curriculum (Caring School Communities supplemented by Toolbox) and classroom meetings for community building and SEL skill development.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	All teachers have begun training and support in implementing Tier 1 Restorative Justice circles (including but not limited to Community-Building, Decision Making, Celebration, Talking/Issues), as well as facilitating Harm/Conflict Circles	All Students	Behavioral	Tier 1 - Universal
3-3	School Leadership (Principal, CSM, other designated teachers and staff) have training and the ability to facilitate other Tier 2 and Tier 3 RJ circles (including but not limited to Re-Entry, Support, Healing, or Community Conference)	All Students	Behavioral	Tier 2 - Supplemental

3-4	Community Schools Manager coordinates systems for students in need to receive mental health services via the COST process	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-5	Students will do a weekly online emotional well-being check in (Sown to Grow). Teachers will respond to student check-ins that communicate a need.	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	Community Schools Manager will work with families of marginalized groups to build relationships and sense of belonging at school, and to support regular attendance.	Black/Latino/Asian/Middle Eastern/Native students, Students receiving Special Education services, EL students	SEL / Mental Health	Tier 2 - Supplemental
3-7	Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	All Students	SEL / Mental Health	Tier 1 - Universal

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Goal:</b>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
<b>Identified Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	ILT will design PDs based on teacher feedback and observable instructional needs.	All Students	Academic	Tier 1 - Universal
4-2	Teachers will engage in professional learning in 6-12 week cycles aligned to content areas with a year long theme of differentiated math instruction. Teachers will have weekly 50 min. PLC time to collaborate around standards based curriculum and assessments.	All Students	Academic	Tier 1 - Universal
4-3	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	All Students	Academic	Tier 1 - Universal

4-4	Teachers are provided as needed release time for IEP, SST, and 504 meetings. In addition, release time can be provided as needed for extra planning support, coaching or evaluation, or peer observation.	All Students	Academic	Tier 2 - Supplemental

**CONDITIONS FOR BLACK STUDENTS**

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Time will be built into Math and ELA instructional blocks for teachers to work with small groups on targeted skills.	Black Students	Academic	Tier 2 - Supplemental
5-2	Glenview will prioritize direct engagement with families of Black students for the purposes of school improvement and inclusion. Glenview will made an effort to ensure the needs of Black families are heard and taken into account when making schoolwide decisions.	Black Students	Academic/Behavioral/SEL/Mental Health	Tier 2 - Supplemental

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

[\*ELL Progress Data\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers prioritize instructional time to include attention to building students academic language, using multiple strategies for student talk.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers (with support from the Literacy TSA) consistently use EI Ed "Language Dives" as part of their instruction, to support language and sentence formation skills. Teachers will collect data on EL student performance in Language Dives.	English Learner Students	Academic	Tier 2 - Supplemental
6-3	Literacy growth of English Learners is prioritized by collecting consistent data, and re-evaluating progress every 6-8 weeks.	English Learner Students	Academic	Tier 2 - Supplemental

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number:** 119

**School:** Glenview Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Safe Passages after school program - staffing, resources, training	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-1
YES Sports partnership with Safe Passages afterschool prgram	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-2
Staffing for 0.35 FTE music instructor, providing instrumental music instruction to 4th and 5th graders	\$60,459	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10183	Teacher Education Enhancement	0.35			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-3
0.1 FTE for the Maker Space teacher, making this position 1.0 FTE. All students receive Maker Space as a staffed prep, once weekly	\$10,944	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10984	Teacher Education Enhancement	0.10			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-4
This money is usable by both the instrumental music teacher and the Maker Space teacher for supplies	\$510	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-5
Safe Passages after school program - staffing, resources, training	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-6
Arts Initiative partnership with Safe Passages after school program	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-7
Extended contract hours that supports teacher-led instructional leadership, including but not limited to data analysis, feedback and planning for professional development, and peer observation opportunities.	\$6,750	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			ILT will design PDs based on teacher feedback and observable instructional needs.	119-8

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number:** 119

**School:** Glenview Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended contract that supports student Safety Patrol in performing their safety duties before school	\$3,000	LCFF Supplemental	2122	Classified Instructional Aide Salaries: Extra Compensation			0.00			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-9
Hours for Safe Passages Americorps members to provide in-school academic interventions to students	\$8,750	LCFF Supplemental	5825	Consultants			0.00			Teachers will use assessment data to identify students who need prerequisite skills, and use that data to form targeted intervention groups. Those groups receive consistent instruction, and data is collected to measure growth.	119-10
Community Schools Manager position creates and implements whole-school systems for culture, school climate, and family engagement. The CSM position also directly supports families who need support with attendance, access to home and school resources, and partnering with the after school program. This funding is split between LREBG and PTA.	\$103,009	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9836	Program Mgr Community School	0.50			The Community Schools Manager will be given time and resources to provide direct outreach and advocacy for low-income families who need support with basic needs, including food insecurity.	119-11
This position supports TK in daily early literacy acquisition	\$59,661	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	4908	Early Literacy Reading Tutor	0.80			Teachers will use assessment data to identify students who need prerequisite skills, and use that data to form targeted intervention groups. Those groups receive consistent instruction, and data is collected to measure growth.	119-12
0.9 FTE is for the P.E position, providing weekly staffed preps to all students	\$77,842	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	6214	Teacher Education Enhancement	0.90			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-13
0.5 FTE provides staffed library access to all classes weekly	\$40,839	Measure G, Library Support	2205	Classified Support Salaries	10180	Library Technician	0.50			Teachers will implement district adopted curriculum	119-14
0.9 FTE is for the Maker Space position, providing weekly staffed preps to all students	\$98,495	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10984	Teacher Education Enhancement	0.90			Glenview students will receive in-school enrichments that contribute to a rich, joyful, and healthy school environment	119-15





**Strategic Resource Planning (SRP)**

**Glenview ELEMENTARY SCHOOL**

**School Site Council Membership Roster**

**2025-26**

**SSC - Officers**

Chairperson:	Yolanda [REDACTED]
Vice Chairperson:	Bonita [REDACTED]
Secretary:	Becky [REDACTED]

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Matt Takimoto	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Emily Aday	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Ryan Gilley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Erin Ronhovde	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Brittany Warren	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Yolanda [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Bonita [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Nereida [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Joe [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Becky [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Thursday @ 6pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

