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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - Glenview Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Glenview Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Glenview Elementary School



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

2021-2022 School Plan for Student Achievement (SPSA)

School: Glenview Elementary School
CDS Code: 1612596001853
Principal: Rachel Quinn
Date of this revision: 5/13/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Rachel Quinn	Position: Principal
Address: 4215 La Cresta Avenue Oakland, CA 94602	Telephone: 510-531-6677 Email: rachel.quinn@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

School Site: Glenview Elementary School

Site Number: 119

- | | | |
|--|--|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

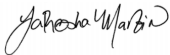
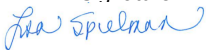
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

Date(s) plan was approved: 5/13/2021

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

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

Signatures:

Rachel Quinn <i>Principal</i>	<i>Rachel Quinn</i>	Signature	<u>5/27/2021</u> Date
Daniel Ettlinger <i>SSC Chairperson</i>	<i>Daniel Ettlinger</i>	Signature	<u>5/27/2021</u> Date
LaResha Martin <i>Network Superintendent</i>		Signature	<u>5.27.21</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>		Signature	<u>5/27/2021</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/12/2020	SSC	Reviewed and affirmed SPSA Goals for 2020-21 school year
11/13/2021	Staff meeting	Reviewed and affirmed SPSA Goals for 2020-21 school year; prioritized resioures for 2021-22
12/2/2020	PTA Board	Initial budget conversations with PTA Board
1/14/2021	SSC/ PTA board joint meeting	Budget presentations with projections for 2021-22
1/13/2021	Staff meeting	Staff meeting Budget presentations with projections for 2021-22, prioritized resources, prioritized "wishlist" should more fundingbecome available
4/21/2021	SSC	Review final budget "lock in" and SPSA for 2021-22
5/13/2021	SSC	Approve SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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 (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 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).
- **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.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$254,895.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$28,200.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$114,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$254,895.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$254,895.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Glenview Elementary School

School ID: 119

School Description

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

School Mission and Vision

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	64.5% 3rd-5th At or Above grade level in Reading (midyear RI)	Facilitation of PLCs with TSA supports instructional alignment in classes with the Units of Study, a shared reading assessment and frequent progress monitoring, a robust intervention system for students below grade level in reading.
<i>Focal Student Supports</i>	43.3% African American 3rd-5th at or Above in reading (Midyear RI) and 48.6% Latino 3rd-5th at or Above in Reading	We have leveraged support from PTA to fund the coordinator of the Reading Intervention program (LLI). We have a TSA who convenes and facilitates a strong COST team for referrals to intervention. In addition, the TSA consults and coaches teachers in how to serve students who are struggling to meet grade level standards. Our Wednesday PDs are focused on student engagement and teachers use PLC time to analyze formative assessment data.

<i>Student/Family Supports</i>	100% of African American and Latino and/or EL families personally contacted for PT conferences, 2 meeting for African American families on AA achievement	Prioritizing COST meeting time which is facilitated and convened by the TSA, support from district partner at Behavioral Health Unit, clear protocols for referrals and responses from COST. Including time on PD schedule for report card calibration, extra minimum days for conferences. Students with Tier 2 behavior issues are all in SEL small groups with Intern Counselors or PE/SEL teacher.
<i>Staff Supports</i>	Professional Development focused on collaboration and improving student engagement. PLC meetings facilitated by TSA	PLC structure ensures collaboration and sharing workload. School-wide meetings build in time and strategies to connect and support each other.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	We are trying to offer differentiated support for all learners in the area of Mathematics and it is a challenge to identify the areas of need and how to best support students in achieving in this area	Teaching staff has uneven pedagogical content knowledge to expertly identify where students gaps in math are, as a system we lack a shared coherent assessment tool for tracking growth and mastery.
<i>Focal Student Supports</i>	Overall 26% of our 3rd-5th graders are reading 1 or more years below grade level (mid year Reading Inventory, January 2021). 56.4% of our English Learners are reading one or more years below. 56.7% of our African American students are reading one or more years below grade level (or were not present for testing).	There is a correlation between attendance and reading achievement; if students are not present they are missing both Tier 1 instruction and Tier 2 intervention support.
<i>Student/Family Supports</i>	While overall attendance and Glenview is high (97.7% as of 3/5/21) Attendance for African American students is 93.6%.	We have a well-functioning COST team and Mental Health interns for our students with highest social-emotional needs. We use the SEL curriculum "Tool Box" and have a strong Tier 1 PBIS program.
<i>Staff Supports</i>	Staff would benefit from professional development, including PLC time to study student work, and instructional coaching in order to deepen their understanding of the common core standards and effective teaching practices.	Lack of large blocks of time without students, e.g. extra summer days, for teaching staff to dig deeply into learning progressions of Math and Language Arts.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:

All students are making one year's growth as indicated by end of year summative assessments in math and ELA.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	95% at "Tier 1"	95% at "Tier 1"
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	82% at "Tier 1"	90% at "Tier 1"
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	74% at "Tier 1"	84% at "Tier 1"

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	18.2 (Spring 2019)	n/a	28.2 DF3
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	34.8%	39.8%
Grades 3–5 at or above Mid-Grade (i-Ready)	All Students	tbd	tbd	32.7%	47.7%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	5.1 DF3
Grades 3-5 at or above Mid-Grade Stds Mastery	All Students	tbd	tbd	42.20%	52.2%
CAST (Science) at or above Standard	All Students	n/a	50.7% (Spring 2019)	n/a	60.7%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: Target students will make one year's growth plus an additional half year's growth in ELA and Math on district summative assessments.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-100.5 (Spring 2019)	n/a	-80.5
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-59.3 (Spring 2019)	n/a	-39.3
Grades 3–5 at or above MATH Mid-Grade (i-Ready)	African-American Students	tbd	n/a	26.7%	46.70%
Grades 3–5 at or above ELA Mid-Grade (i-Ready)	African-American Students	Please choose a focal student group at left.	n/a	13.3%	33.3%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	18.8%	14.2%	9.20%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-95.7 (Spring 2019)	n/a	-75.70%
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-90.8 (Spring 2019)	n/a	-70.80%
Grades 3–5 at or above Mid-Grade (i-Ready)	Students with Disabilities	tbd	n/a	24.1%	34.1%
Grades 3–5 at or above Mid-Grade (i-Ready)	African-American Students	Please choose a focal student group at left.	n/a	26.7%	41.7%
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	13.3%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	25%%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal for May 2024:		85% of students and families will report feeling welcome, safe, healthy, and engaged at Glenview, as measured by CHKS. Suspensions will stay below 1%. Chronic Absenteeism will stay below 10%			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	80.2%	n/a	87.8%
Suspensions	All Students	-2pp	0.0%	n/a	<1%
Suspensions	African-American Students	-2pp	0.0%	n/a	<1%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	<1%

Chronic Absence	All Students	-2pp	5.3%	n/a	<10%
Chronic Absence	African-American Students	-2pp	9.0%	n/a	<10%
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024: All staff will receive high quality professional learning through regular Wednesday professional development and weekly PLC time.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	90.0%	90.0%
Teacher Retention	All Teachers	n/a	87.5% (Fall 2020)	87.5%	90.0%

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Access to direct services of counseling

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: Glenview Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

Instructions: Please complete any **yellow** cells below to provide information on the implementation of your 20-21 SPSA thus far. *Please do not make changes to your goals or other plan content here—you will have an opportunity to update your plan for 21-22 when you complete Part 3.*

20-21 Conditions for Student Learning Priority:

SEL, attendance, suspension, connectedness, PBIS (focus on PBIS most) COST

Theory of Change:

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

While in distance learning our ILT planned PDs at the beginning of each trimester dedicated to SEL, including lessons on Cyber Safety and Citizenship. 100% of our teachers made and taught PBIS lessons for the digital classroom. 100% of our teachers taught PBIS lessons for the return to in-person school. Our COST met weekly to review referrals and data, and we were able to serve many children with 1:1 counseling through our counseling interns. Students with chronic absences had weekly phone calls and even home visits to deliver technology or other supplies.

What evidence do you see that your practices are effective?

Our attendance rate was 97.4% compared to OUSD's 92.8%. Attendance for our African American students was 92.8% compared to the district African American attendance rate of 88.2%

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

As most of the year has been in distance learning, we are not using any suspension data.

20-21 Standards-Based Instruction Priority:

Mathematics

Theory of Change:

If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, IABs, SBAC).

Related School Goal:

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

While in distance learning 100% of our teachers scheduled small groups to offer differentiated support for student in math. Teachers heavily relied on blended learning platforms to give students extra practice with math concepts and track students performance. Much PD focused on student engagement and the logisitcal pieces of how to encourage students to turn in work and how to check for understanding over zoom.

What evidence do you see that your practices are effective?

The data point we have in common is the iReady math diagnostic. According to this 58% of our students are "Tier 1" and 33% are "Tier 2."

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

We want to continue with an increased focus on effective differentiation and using the online tools we discovered while in distance learning. We also will work on surfacing implicit bias that gets in the way of serving our African American students.

20-21 Language & Literacy Priority: Literacy

Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
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Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

100% of teachers are implementing Reading and Writing workshop, using frequent F&P and writing assessments. Reading intervention is staffed.

What evidence do you see that your practices are effective?

tbd

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

Due to being in distnce learning for most of the year, we used assessment data from iReady ELA and Math to measure school wide progress. While individual teachers still used F&P assessment to inform instrucion, we did not use it to measure progress of the school.

20-21 Conditions for Adult Professional Learning Priority: Professional Development

Theory of Change:	If we engage teachers in a variety of evidence based, collaborative professional development opportunities, use data informed cycles of inquiry and provide time for teams to analyze and adjust instructional plans, then collective teacher efficacy, instructional practice and ultimately student achievement will increase.
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Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
tbd	
What evidence do you see that your practices are effective?	
tbd	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
tbd	
20-21 Conditions for English Language Learners Priority:	
	English Learner Reclassification
Theory of Change:	If we provide explicit and systematic English Language Development based on SRI, the on-demand writing assessments, and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
tbd	
What evidence do you see that your practices are effective?	
tbd	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
tbd	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
tbd	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Glenview Elementary School

School ID: 119

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):

SEL, attendance, suspension, connectedness, PBIS (focus on PBIS most) COST

School Theory of Change:

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related Goal(s):

All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	All teachers implement explicit SEL curriculum (Toolbox)	Principal will engage in regular observation and feedback	Students and staff use Toolbox language; decrease in chronic absenteeism		Tier 1
1-2	All teachers teach explicit PBIS lessons for classrooms and common spaces	Principal will engage in regular observation and feedback	PBIS posters displayed in all common areas		Tier 1
1-3	All classes have classroom meetings for community building	Principal will engage in regular observation and feedback	Daily schedules posted		Tier 1
1-4		Weekly COST meetings	Calendar, agendas		Tier 2
1-5		Mental Health Interns work with students	Calendar, agendas		Tier 2
1-6		Release time to support Check in-Check Out			Tier 2
1-7		Implement Universal Screener	Decrease in universal screener scores over the year		Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, IABs, SBAC).
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will implement district adopted math curriculum	Observation and feedback	Students scoring at benchmark in district-wide assessments will increase		Tier 1
2-2	Teachers will use weekly common formative assessments	Observation and feedback	Students scoring at benchmark in district-wide assessments will increase		Tier 1
2-3	Blended learning platforms (e. g. ST Math and iReady Math) will be used to target missing skills	Provide Professional Development	Platform usage reports		Tier 2
2-4		Provide grade level collaboration time	Lesson plans		Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy
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School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement district-adopted Language Arts curriculum	Observation and Feedback	Increase in students scoring at proficient (TK-2nd Foundational Skills, 3-5 iReady)		Tier 1
3-2	Teachers use small groups for differentiated instruction	Observation and Feedback	Increase in students scoring at proficient (TK-2nd Foundational Skills, 3-5 iReady)		Tier 2
3-3		Monitor referrals to and implementation of Reading Intervention	Decrease in students scoring below grade level in district ELA assessments		Tier 2

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Professional Development
School Theory of Change:	If we engage teachers in a variety of evidence based, collaborative professional development opportunities, use data informed cycles of inquiry and provide time for teams to analyze and adjust instructional plans, then collective teacher efficacy, instructional practice and ultimately student achievement will increase.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1					Tier 1
4-2	Teachers will develop and communicate clear Language and Learning Objectives for every lesson	Principal will engage in regular observation and feedback	Daily agendas posted		Tier 1
4-3	Teachers will participate in peer observations of collaboratively planned lessons	Principal will engage in regular observation and feedback	PD feedback forms		Tier 1
4-4	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language. Teachers will have weekly 50 min. PLC time to collaborate around standards based curriculum and assessments.	PLC notes, PD agendas		
4-5	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.–Teachers will have weekly 50 min. PLC time to collaborate around standards based curriculum and assessments.	PLC notes, PD agendas		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI, the on-demand writing assessments, and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments which are communicated to parents and families with particular focus on EL, Latino, AA, Special Education students, GATE, homeless and foster youth, and low SES families.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	PD and PLC agendas from looking at student work, PLC notes from planning		
5-2	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Learning Walks, student work, student writing portfolios		
5-3	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on EL, Latino, newcomers, AA, Special Education students, GATE, and low SES students.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Learning walks, PLC notes, notes from data conference with principal		

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP sub for SEL support, supervision, and academic intervention	\$15,000	General Purpose Discretionary	1105	Certificated Teachers' Salaries	3667	STIP Teacher	0.40	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	All teachers implement explicit SEL curriculum (Toolbox)	119-1
Copier maintenance	\$2,000	General Purpose Discretionary	4425	Duplicating Equip < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers implement district-adopted Language Arts curriculum	119-2
Postage	\$200	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Weekly COST meetings	119-3
Supplies	\$11,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	119-4
STIP sub for SEL support, supervision, and academic intervention	\$14,722	LCFF Supplemental	1105	Certificated Teachers' Salaries	3667	STIP Teacher	0.40	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers use small groups for differentiated instruction	119-5
TSA to provide coaching and support, monitor interventions, convene COST, testing coordinator	\$82,000	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1989	10-Month Classroom TSA	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	119-6
Noon Supervisor #2	\$18,028	LCFF Supplemental	2905	Other Classified Salaries	2556	Noon Supervisor	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	All teachers teach explicit PBIS lessons for classrooms and common spaces	119-7
To be allocated in Fall 2021.	\$111,945	After School Education & Safety (ASES)	4399	Unallocated	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	All teachers implement explicit SEL curriculum (Toolbox)	119-8
To be allocated in Fall 2021.	tbd	Parent Group Donations	1105	Certificated Teachers' Salaries	n/a	n/a	n/a	tbd	tbd	119-9

School Site Council Membership Roster – Elementary School

School Name: Glenview Elementary

School Year 2020-21

Chairperson: Daniel Ettlinger	Vice Chairperson: Nicola Curtain
Secretary: Jessica Coulson	Parliamentarian: Bart Alexander

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Alt Parent
Rachel Quinn	4215 La Cresta Ave, Oakland, CA 94602	X				
Bart Alexander	4215 La Cresta Ave, Oakland, CA 94602		X			
Rochelle Jacobs	4215 La Cresta Ave, Oakland, CA 94602		X			
Yari Ojeda Sandel	4215 La Cresta Ave, Oakland, CA 94602		X			
Lisa Walker	4215 La Cresta Ave, Oakland, CA 94602			X		
Nicola Curtain	4317 Townsend Ave, Oakland, CA 94602				X	
Daniel Ettlinger	4002 ARDLEY AVE , Oakland, CA 94602				X	
Paul Sherreard	4024 Randolph Ave, Oakland, CA 94602				X	
Dan Miller	4679 Edgewood Ave, Oakland, CA 94602				X	
Amanda Staab	509 Fairmount Ave Apt B, Oakland, Ca, 94611				X	
DAC Representative						
TBD					X	

Meeting Schedule	September 10, 2020 October 8, 2020 November 12, 2020 December 10, 2020 January 14, 2021 February 11, 2021 March 12, 2021 April 8, 2021 May 13, 2021
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SSC Legal Requirements:

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

