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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Glenview Elementary School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Glenview Elementary School



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Glenview Elementary School  
**CDS Code:** 1612596001853  
**Principal:** Rachel Quinn  
**Date of this revision:** 5/9/2024

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/9/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Title I Schoolwide Program                      | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement      | <input type="checkbox"/> 21st Century Community Learning Centers          |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>  |

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 EDC § 6500.
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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/9/2024

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, ParentSquare blasts, etc.)

**Signatures:**

Rachel Quinn <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Principal</i>	<i>Rachel Quinn</i> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	5/20/2024 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Kenya Latimore <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>SSC Chairperson</i>	<i>Kenya Latimore</i> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	5/20/2024 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	5/20/24 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	5/20/24 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/14/23, 2/1/24, and 4/11/24	SSC & SELLS combined	Shared rationale and overview of site plan from 2023-24 school year and current achievement data for all goals. Shared revised SPSA for 204-25 school year
10/24/23, 11/28/23, and 1/23/24	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/18/23 and 1/16/24	Staff Meeting	Budget training and review budget priorities including planned strategies & activities for 2024-25. Documented feedback for ILT review.
1/31/2024	PTA General Meeting	Shared rationale and overview of plan, asking for financial support for staffing in the 2024-25 school year
5/9/2024	SSC Meeting	SSC reviewed end of year data and confirmed the SPSA goals and budget for 2024-25.

## 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 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.

### **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 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. 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.
- **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.

## 2024-25 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	\$313,660.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$0	LCFF Discretionary (General Purpose Discretionary #0000)	\$22,850
Title I, Part A Parent & Family Engagement (Title I #3010)	\$0	LCFF Supplemental (LCFF Supplemental #0002)	\$99,225
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$59,102
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0</b>		<b>\$313,660</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$313,660.00</b>
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**2024-25 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: 5/9/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**School Mission and Vision**

Glenview is a diverse, responsive, joyful, and interconnected learning community that puts the academic and social emotional needs of its student and adult learners at the center.

In partnership with our families, 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 to develop into healthy adolescents. Students will become creative, critical thinkers who have the academic and social emotional skills to be caring participants in their local community and compassionate global citizens.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Asian Students, English Learners, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**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, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.2%	11.6%	16.3%	0.0%	42.0%	12.1%	31.0%	7.6%	0.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.5%	17.4%	6.5%	1.1%	0.2%	0.2%	29.0%	0.9%	95.7%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By Spring 2025 the average score (DFS) of Glenview’s 3rd-5th grade students will be +35 in SBAC ELA and +21 in SBAC Math.
<b>Identified School Need:</b>	All subgroups (AA, ELs, students with disabilities)

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	28.8%	not available until fall 2024	not available until fall 2025	49.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	62.8%	not available until fall 2024	not available until fall 2025	83.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	67.6%	not available until fall 2024	not available until fall 2025	88.0%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	25.5	not available until fall 2024	not available until fall 2025	45.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	40.2%	not available until fall 2024	not available until fall 2025	60.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	11.3	not available until fall 2024	not available until fall 2025	31.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	37.4%	not available until fall 2024	not available until fall 2025	58.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	32.8%	not available until fall 2024	not available until fall 2025	52.0%



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

<b>School Goal:</b>	By Spring 2025 the average score (DFS) of Glenview’s 3rd-5th grade Special Education, English Learners, and African American grade students will increase by +10 SBAC ELA and +15 in SBAC Math.
<b>Identified School Need:</b>	Late identification of learning disabilities and later entry of ELs (after 3rd grade) make it difficult to accelerate to grade level.

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-94.9	not available until fall 2024	not available until fall 2025	-65.0
SBAC ELA Distance from Standard Met	African American Students	-31.2	not available until fall 2024	not available until fall 2025	0.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	25.0%	not available until fall 2024	not available until fall 2025	0.0
SBAC Math Distance from Standard Met	Special Education Students	-74.3	not available until fall 2024	not available until fall 2025	-44.0
SBAC Math Distance from Standard Met	African American Students	-34.6	not available until fall 2024	not available until fall 2025	0.0

**Reclassification Measures & Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.4%	not available until fall 2024	not available until fall 2025	N/A
ELL Reclassification	English Learners	17.4%	not available until fall 2024	not available until fall 2025	20.0%

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

<b>School Goal:</b>	By Spring 2024 95% of Glenview’s 5th grade students will answer “yes” to CHKS questions like “I feel close to people at this school” or “I am happy to be at this school.”
<b>Identified School Need:</b>	Chronic Absenteeism for our students in our Self-Contained classrooms and for our African American and Asian students is much higher than overall.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	60.3%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.4%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	3.0%	not available until fall 2024	not available until fall 2025	10.0%
Chronic Absenteeism	All Students	40.2%	not available until fall 2024	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	55.8%	not available until fall 2024	not available until fall 2025	10.0%

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

<b>School Goal:</b>	By Spring 2025, 90% of Glenview's staff will return in the 2024-25 school year
<b>Identified School Need:</b>	High stress and cost of living can make it difficult to stay in school based jobs.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	85.7%	not available until fall 2024	not available until fall 2025	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	<i>By Spring 2025 the average score (DFS) of Glenview's 3rd-5th grade students will be +35 in SBAC ELA and +21 in SBAC Math.</i>	<p>SBAC ELA DFS overall: 25.5 (INCREASED 7.3 points since 2018-19)                      SBAC Math DFS overall: 11.3 (INCREASE 21.1 points since 2018-19)</p> <p>We are seeing steady growth with the coherent implementation of our foundational literacy skills curriculum, and our 3 year of EL and 2nd year of Eureka Math. Our teachers work in PLCs to review student work and plan instruction based on data analysis</p>
<i>LCAP Goal 2:</i>	<i>By Spring 2025 the average score (DFS) of Glenview's 3rd-5th grade Special Education, English Learners, and African American grade students will increase by +10 SBAC ELA and +15 in SBAC Math.</i>	<p>2022-23 SBAC ELA DFS AA: -31.2 (INCREASE by 28.1 pts since 2018-19)                      2022-23 SBAC ELA DFS Asian: +54.6</p> <p>2022-23 SBAC Math DFS AA: -34.6 (INCREASED by 56.2 points since 2018-19)                      2022-23 SBAC Math DFS SPED: -74.3 (INCREASED 21.4 points from -95.7 in 2018-19)</p>
<i>LCAP Goal 3:</i>	<i>By Spring 2024 95% of Glenview's 5th grade students will answer "yes" to CHKS questions like "I feel close to people at this school" or "I am happy to be at this school."</i>	<p><i>Note: Only 38/75 5th graders took the CHKS survey at the end of 2022-23. Sown to Grow Data shows us that ~90% of our (1st-5th grade) students report feeling Okay, Good, or Awesome on a weekly basis.</i></p>
<i>LCAP Goal 4:</i>	<i>By Spring 2025, 90% of Glenview's staff will return in the 2024-25 school year</i>	<p><i>85.7 is the 3 year average of teacher retention. At the end of 2022-23 one classroom teacher left the school, and a Resource Teacher was placed at another school by the central SPED department.</i></p>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	<i>By Spring 2025 the average score (DFS) of Glenview's 3rd-5th grade students will be +35 in SBAC ELA and +21 in SBAC Math.</i>	<p>While we are seeing progress in our overall DFS in ELA and Math, it is not as accelerated as we aspire to.</p> <p>When we disaggregate the overall data by ethnicity, language fluency, and SPED status we see these groups struggling which brings down our overall DFS.</p> <p>SBAC ELA DFS overall: 25.5 (INCREASED 7.3 points since 2018-19) -- 10 points below our 2025 goal                      SBAC Math DFS overall: 11.3 (INCREASE 21.1 points since 2018-19) -- 14 points below our 2025 goal</p>

<p>LCAP Goal 2:</p>	<p>By Spring 2025 the average score (DFS) of Glenview's 3rd-5th grade Special Education, English Learners, and African American grade students will increase by +10 SBAC ELA and +15 in SBAC Math.</p>	<p>Students who have moderate to severe chronic absences fall behind because they are not at school for instruction. Families who struggle to attend school every day have complex barriers that are outside of school. In particular our Asian, African American, English Learners, and Special Education students have lower attendance rates than our other student groups.</p> <p>2022-23 SBAC ELA DFS AA: -31.2  2022-23 SBAC ELA DFS Asian: +54.6  2022-23 SBAC ELA DFS ELs: -139.3 (DECREASE from -83.6 in 2018)  2022-23 SBAC ELA DFS SPED: -94.9  2022-23 SBAC Math DFS AA: -34.6  2022-23 SBAC Math DFS Asian: -4.3 (DECREASE 8.6 since 2018-19)  2022-23 SBAC Math DFS ELs: -150.3 (DECREASE from -96.3)  2022-23 SBAC Math DFS SPED: -74.3</p> <p>SBAC Math Distance from Standard Met Asian Students 2022-23 Baseline -4.3, 2025-26 Target 10</p>
<p>LCAP Goal 3:</p>	<p>By Spring 2024 95% of Glenview's 5th grade students will answer "yes" to CHKS questions like "I feel close to people at this school" or "I am happy to be at this school."</p>	<p>Note: Only 38/75 5th graders took the CHKS survey at the end of 2022-23. Sown to Grow Data shows us that ~90% of our (1st-5th grade) students report feeling Okay, Good, or Awesome on a weekly basis. That is 5% shy of our goal for connectedness.</p> <p>Our chronic absense data shows us 3 groups are struggling to get to school. Chronic Absences inhibit building/maintaining close relationships:  2022-23 African American severe or moderate chronic absences 36.2%  2022-23 Asian severe or moderate chronic absences 39.3%  2022-23 SPED severe or moderate chronic absences 24.9%  2022-23 English Learners severe or moderate chronic absense 57.1% (16 students, also show up in the SPED and Asian percentages-- a lot of overlap of groups challenged with attendance)</p>
<p>LCAP Goal 4:</p>	<p>By Spring 2025, 90% of Glenview's staff will return in the 2024-25 school year</p>	<p>The workload and stress for Resource Teachers has made it difficult to have stability with our Resource Program. We have had 2 years in a row of a new part time Resource Teacher to cover "over flow" from the full time RS teacher. This shifting staffing causes case managing to be in flux, and challenges to continuity of instruction and consulting with general education teachers.</p> <p>In addition, the daily challenges of large class sizes and students' emotional regulation contribute to staff stress.</p>

<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	Asian Students	45.2%	not available until fall 2024	not available until fall 2025	1.4%
Chronic Absenteeism	English Learners	56.8%	not available until fall 2024	not available until fall 2025	2.1%
Chronic Absenteeism	Special Education Students	59.4%	not available until fall 2024	not available until fall 2025	24.4%

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Glenview Elementary School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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.**

- \*The PTA stepped in to support .35 of a TSA to run our reading intervention program and train academic mentors. (Previous funded at .6 from ESSER).
- \*We were allocated a full time Early Literacy Tutor to provide reading intervention in addition to the 2 Academic Mentors.
- \*We were able to use PTA funds to provide essential counseling to students through our counseling interns,
- \* In-person Parent-teacher conferences,
- \*We have a schedule that should allow for teachers to have release time twice a week for PLCs and GLPs--however, due to the shortage of substitutes, these times are frequently missed since we need to cover classrooms,
- \*Our 2023-24 PD time is dedicated to learning to use the Equip assessments (in Eureka Math) to identify the Essential Foundations Skills needed for each math Module and to use Eureka Math supports to reteach these foundational skills.
- \*Our 2023-24 PD time has also continued to focus on student behavior so that classrooms are calm and teachers are able to work with whole class and in small groups for differentiation
- \*Our 2023-24 PD has been impacted by the new UED programming, as we have had to shift 3/30 PDs to planning for UED.
- \*Daily SEL time through classroom meetings, and weekly recognition at school-wide assembly contribute to an inclusive culture where students are able to peacefully attend school.
- \*Having a full time Community School Manager has allowed us to go deeper into our Climate and Culture work. She convenes the monthly climate team meeting and manages the lunch recess staff.
- \* The CSM has also begun SARTs with families of students who are chronically absent.
- \* Post pandemic student dysregulated behavior has increased to such an extent that we have continued to provide more PD for teachers. We are seeing academic challenges as a result of behavioral and attention challenges

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

- \* Weekly collaboration time allows teachers to support each other and not work in isolation. It also builds in accountability because teachers share their classroom data with each other.
- \* COST meets once a week with a multidisciplinary team-- SPED, administration, intervention coordinator, TSA
- \* Students who need phonics or comprehension intervention go to Reading Club, including SPED students who get a "double dose" of differentiated support.
- \* Teachers are very happy with the newly adopted Math Curriculum and use their weekly PLC time to look at the checks for understanding together.
- \* More teachers understand the principles of behavioral intervention, using a functional behavior lens.
- \* 74 students are served in our Reading Intervention program
- \* \*We current serve over 20 students through small group or 1:1 counseling,
- \*100% of our families were scheduled for fall conferences which helps build relationships with families and let them know how their children are in relation to the standards,
- \*We have a strong, happy, school culture.

**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.**

- \*Having a CSM allows us to focus on our more vulnerable or less connected families, especially our African American families.
- \*Due to pressures on PD time (UED planning) we have not been able to implement peer observations.
- \*Teachers did not have "hopes and dreams" conversations with their parents of African American students at the beginning of the year. "
- \* Chronic absences continue to be a challenge. We are looking for ways to increase positive relationships with families of students with poor attendance to encourage them to overcome the barriers to attending school.
- \* Looking to build capacity of the Attendance Specialist and CSM to hold SART meetings with families.

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a				

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

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

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

**School Goal:** By Spring 2025 the average score (DFS) of Glenview’s 3rd-5th grade students will be +35 in SBAC ELA and +21 in SBAC Math.

**Identified Need:** All subgroups (AA, ELs, students with disabilities)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers will implement district adopted curriculum	All Students	Academic	Tier 1 - Universal
1-2	Teachers will use weekly common formative assessments	All Students	Academic	Tier 1 - Universal
1-3	Blended Learning Platforms (iReady) will be used to target missing skills	All Students	Academic	Tier 2 - Supplemental
1-4	Teachers will use assessment data to identify students who need prerequisite skills and will preteach lessons	All Students	Academic	Tier 2 - Supplemental

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

**School Goal:** By Spring 2025 the average score (DFS) of Glenview’s 3rd-5th grade Special Education, English Learners, and African American grade students will increase by +10 SBAC ELA and +15 in SBAC Math.

**Identified Need:** Late identification of learning disabilities and later entry of ELs (after 3rd grade) make it difficult to accelerate to grade level.

#	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	Teachers implement district-adopted Language Arts curriculum	African American Students	Academic	Tier 1 - Universal
2-2	Teachers use small groups for differentiated instruction	English Learners	Academic	Tier 2 - Supplemental



2-3	Teachers use the COST process after trying Tier 1 interventions	Special Education Students	Academic/Behavioral/SEL/Mental health	Tier 2 - Supplemental
2-4	All students below grade level in reading served by "Reading Club," focused on foundational reading skills and/ or comprehension and language development.	Low-Income Students	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>	By Spring 2024 95% of Glenview's 5th grade students will answer "yes" to CHKS questions like "I feel close to people at this school" or "I am happy to be at this school."
<b>Identified Need:</b>	Chronic Absenteeism for our students in our Self-Contained classrooms and for our African American and Asian students is much higher than overall.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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	CSM, principal, and teachers lead RJ repair and problem solving circles	All Students	Behavioral	Tier 1 - Universal
3-3	Teachers refer students to mental health resources through COST referral system	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-4	Students will do a weekly online emotional well-being check in (Sown to grow)	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	CSM will work with families of target groups, AA and Asian, SPED, ELL to build relationships and improve attendance.	African American, Asian, SPED, ELL	SEL / Mental Health	Tier 2 - Supplemental

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

**School Goal:** By Spring 2025, 90% of Glenview's staff will return in the 2024-25 school year

**Identified Need:** High stress and cost of living can make it difficult to stay in school based jobs.

#	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 have weekly 90 min. PD 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 <b>collaborate</b> 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 from STIP substitute for IEP, SST, and 504 meetings. In addition release time provided as needed for extra planning support or coaching.	All Students	Academic	Tier 2 - Supplemental

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

#	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.	African American	Academic	Tier 2 - Supplemental
5-2	Teachers will participate PD about implicit bias	African American	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <a href="#"><i>Stages of ELD Implementation Self-Assessment</i></a>				
<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>
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	Reading Intervention TSA uses "language dives" EL Education lessons in pull-out reading intervention	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$2,500	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will use weekly common formative assessments	119-1
4310 - Materials and Supplies	\$20,350	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers implement district-adopted Language Arts curriculum	119-2
4310 - Materials and Supplies	\$12,722	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will implement district adopted curriculum	119-3
TSA Classroom 10Mos	\$86,503	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1989	10-Month Classroom Teacher on Special Assignment (TSA)	0.6	Goal 1: All students graduate college, career, and community ready.		Teachers will use assessment data to identify students who need prerequisite skills and will preteach lessons	119-4
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers prioritize instructional time to include attention to building students academic language, using multiple strategies for student talk.	119-5
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	119-6
4399 - Unallocated	\$1,166	Educator Effectiveness Grant	4399	Unallocated	n/a	n/a	n/a	n/a		Teachers will use weekly common formative assessments	119-7

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$28,834	Educator Effectiveness Grant	1119	Certificated Teachers on Special Assignment Salaries	1989	10-Month Classroom Teacher on Special Assignment (TSA)	0.2	Goal 1: All students graduate college, career, and community ready.		All students below grade level in reading served by "Reading Club," focused on foundational reading skills and/ or comprehension and language development.	119-8
1120 - Teachers Salaries Stipends	\$3,266	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will implement district adopted curriculum	119-9
4310 - Materials and Supplies	\$11,230	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will implement district adopted curriculum	119-10
Teacher Education Enhancement	\$44,606	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 1: All students graduate college, career, and community ready.		Teachers will implement district adopted curriculum	119-11
4399 - Unallocated	\$625	PTA/PTO Donations	4399	Unallocated	n/a	n/a	n/a	n/a		All students below grade level in reading served by "Reading Club," focused on foundational reading skills and/ or comprehension and language development.	119-12
Teacher Education Enhancement	\$12,159	PTA/PTO Donations	1105	Certificated Teachers' Salaries	6214	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 1: All students graduate college, career, and community ready.		Teachers will implement district adopted curriculum	119-13
2922 - Otherclass Salaries Extracomp	\$12,800	PTA/PTO Donations	2922	Other Classified Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers implement explicit SEL curriculum (Caring School Communities supplemented by Toolbox)	119-14

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor	\$19,258	PTA/PTO Donations	2905	Other Classified Salaries	New	Noon Supervisor	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All classes have classroom meetings for community building	119-15
5739 - Direct Cost Mental Hlth Prvdr	\$20,000	PTA/PTO Donations	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers refer students to mental health resources through COST referral system	119-16
2928 - Otherclass Salaries Hourly	\$21,000	PTA/PTO Donations	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will use assessment data to identify students who need prerequisite skills and will preteach lessons	119-17
TSA Classroom 10Mos	\$28,834	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	1989	10-Month Classroom Teacher on Special Assignment (TSA)	0.2	Goal 1: All students graduate college, career, and community ready.		All students below grade level in reading served by "Reading Club," focused on foundational reading skills and/ or comprehension and language development.	119-18
TSA Classroom 10Mos	\$64,232	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	8671	10-Month Classroom Teacher on Special Assignment (TSA)	0.6	Goal 1: All students graduate college, career, and community ready.		All students below grade level in reading served by "Reading Club," focused on foundational reading skills and/ or comprehension and language development.	119-19
Teacher STIP	\$101,091	PTA/PTO Donations	1105	Certificated Teachers' Salaries	3667	STIP Teacher	1	Goal 1: All students graduate college, career, and community ready.		Teachers use the COST process after trying Tier 1 interventions	119-20
Library Technician	\$44,839	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.		Time will be built into Math and ELA instructional blocks for teachers to work with small groups on targeted skills.	119-21



## Gelview ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2023-2024**

### SSC - Officers

Chairperson:	Kenya Lattimore
Vice Chairperson:	Yolanda Harris
Secretary:	Lauren Brodsky

### 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?)
Rachel Quinn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bea Fowlkes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Bart Alexander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Tom Witte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Sosan (Semhar) Tewolde	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Kenya Lattimore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Yolanda Harris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Sarah Rothe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Marlen Bernardez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Lindzey Tassano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	2nd Thursdays, 7:00-8:00
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**SSC Legal Requirements (EC Sections 65000-65001):**

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members