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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Glenview Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Glenview Elementary School.

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

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

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

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

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Glenview Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Glenview Elementary School
CDS Code: 1612596001853
Principal: Rachel Quinn
Date of this revision: 5/15/25

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: 5/15/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Glenview Elementary School

Site Number: 119

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

☐ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

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

Date(s) plan was approved: 5/15/2025

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

Principal

Rachel Quinn

Signature

5/29/2025

Date

Bonita Gutierrez

SSC Chairperson

Bonita Gutierrez

Signature

5/29/2025

Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines

Network Superintendent

Leroy Gaines

Signature

5/27/2025

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/27/2025

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2024	Staff Meeting	Reviewed 2024-25 SPSA and current budget, tied to SPSA goals
1/13/2025	Staff Meeting	Shared budget one-pager and proposed staffing decisions, got feedback from staff
1/22/2025	PTA board meeting	Shared budget one-pager and potential ask for PTA staffing support
1/29/2025	PTA general meeting	Shared proposed ask for PTA support, body voted in favor
2/6/2025	SSC meeting	Shared one pager, PTA decision, and staffing proposal for 2025-26

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

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

Early Literacy Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that 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).
- **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.

2025-26 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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$359,056.22

Federal, State, and Local Funds

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

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

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$359,056.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$17,000
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$59,023
SUBTOTAL OF STATE & LOCAL FUNDING:	\$359,056

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Glenview Elementary School		School ID: 119
CDS Code: 1612596001853	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
At Glenview Elementary School, our mission is to provide children with educational opportunities that meet them at their point of need, enable them to make academic gains at or above their grade level, and develop students into healthy adolescents.		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
Access to direct services of counseling		

School Demographics, 2023-24

% 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.

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	28.8%	43.1%	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%	54.9%	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%	55.3%	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 & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	25.5	6.9	not available until fall 2025	45.0
SBAC ELA Participation	All Students	97.5%	94.3%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	40.2%	54.1%	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 & CAST exclude 10% penalty, if applicable.					
SBAC Math Distance from Standard Met	All Students	11.3	4.8	not available until fall 2025	31.0
SBAC Math Participation	All Students	94.3%	94.3%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	37.4%	44.6%	not available until fall 2025	58.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	32.8%	49.2%	not available until fall 2025	52.0%
California Science Test (CAST) Participation	All Students	100.0%	93.7%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY				
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly				
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	-98.2	not available until fall 2025	45.0
SBAC ELA Distance from Standard Met	African American Students	-31.2	-38.1	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%	44.1%	not available until fall 2025	0.0%
SBAC Math Distance from Standard Met	Special Education Students	-74.3	-84.1	not available until fall 2025	31.0
SBAC Math Distance from Standard Met	African American Students	-34.6	-53.0	not available until fall 2025	0.0
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.4%	7.7%	not available until fall 2025	N/A
LTEL Reclassification	Long-Term English Learners	0.0%		not available until fall 2025	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	60.3%	84.3%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.4%	0.2%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	3.0%	1.3%	not available until fall 2025	10.0%
Chronic Absenteeism	All Students	40.2%	10.2%	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	55.8%	35.5%	not available until fall 2025	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	85.7%	86.5%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none">-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	<p>Goals ELA:</p> <p>2023-24 3rd gr 50.75% meeting/exceeding standards--- goal is 55.75%</p> <p>2023-24 4th gr 54.8% meeting/exceeding standards--- goal is 59.8%</p> <p>2023-24 5thgr 59.32% meeting/exceeding standards--- goal is 64.32%</p> <p>Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady at gr level)</p> <p>3rd 46.2% (32.9%)</p> <p>4th 42.1% (33.8%)</p> <p>5th 41.3% (37.3%)</p> <p>Goals Math:</p> <p>2023-24 3rd gr 68.65% meeting/exceeding standards--- goal is 73.65%</p> <p>2023-24 4th gr 50.60% meeting/exceeding standards--- goal is 55.6%</p> <p>2023-24 5thgr 54.07% meeting/exceeding standards--- goal is 69.47%</p> <p>Mid-Year iReady MATH at grade-level</p> <p>3rd 26.9% (12.7%)</p> <p>4th 31.6% (18.9%)</p> <p>5th 18.7% (12%)</p> <p>We are not on track to meet our goals, based on iReady results</p>

<p>LCAP Goal 2:</p>	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Wins: 3rd and 5th gr AA students higher than last year & 4th gr IEP sts higher than last year</p> <p>Black/AA students Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady at gr level) ((double parentheses mid-year 2023-24 for comparison))</p> <p>3rd 27.3% (9.1%) ((22.2%))</p> <p>4th 16.7% (18.2%) ((37.5%))</p> <p>5th 22.2% (22.2%) ((20%))</p> <p>Black/AA students Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady at gr level) ((double parentheses mid-year 2023-24 for comparison))</p> <p>3rd 9.1% (9.1%) ((11.1%))</p> <p>4th 9.1% (16.7%) ((25%))</p> <p>5th 0% (0%) ((10%))</p> <p>IEP students Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady at gr level) ((double parentheses mid-year 2023-24 for comparison))</p> <p>3rd 10.5% (10.5%) ((18.8%))</p> <p>4th 13.3% (13.3%) ((10%))</p> <p>5th 10% (10%) ((22.2%))</p> <p>IEP students Mid-Year iReady MATH % at grade-level (parentheses show Fall 2024 iReady at gr level) ((double parentheses mid-year 2023-24 for comparison))</p> <p>3rd 5.3% (5.3%) ((12.5%))</p> <p>4th 6.7% (13.3%) ((0%))</p> <p>5th 10% (0%) ((22.2%))</p> <p>EL students Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady at gr level) ((double parentheses mid-year 2023-24 for comparison))</p> <p>3rd 28.6% (28.6%) ((42.9%)) Total 7 students: 3 Gen Ed, 3 SCP, 1 newcomer</p> <p>4th 0% (0%) ((25%)) Total 5 students: 2 Gen Ed, 2 SCP, 1 interrupted schooling</p> <p>5th 0% (0%) ((0%)) Total 5 students; 1 IEP, 2 Newcomers, 1 1st-5th at GVW, 1 IEP & Newcomer</p> <p>EL students Mid-Year iReady MATH % at grade-level (parentheses show Fall 2024 iReady at gr level) ((double parentheses mid-year 2023-24 for comparison))</p> <p>3rd 0% (28.6%) ((14.2%))</p> <p>4th 0% (0%) ((0%))</p> <p>5th 0% (0%) ((0%))</p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p>Goal for this year overall attendance is 95.8% currently at 95.1%</p> <p>Goal: increase postive attendance by 1%</p> <p>Daily attendance has increased by 1%</p> <p>outreach to families includes use of various communication platforms to promote postive a</p> <p>Suspension rate: is at 2% RJ practices are used to support students problem solve/conflic</p> <p>which supports and cultavates postive culture and climate</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p># of teachers receiving Induction Coaching: 4</p> <p># of teachers receiving 1:1 coaching: 4</p> <p># of teacher regularly participating in PD and PLCs: 24</p> <p>Attendance at PDs and PLCs 93%</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>Based on midyear iReady data, we do not look on track to meet our SBAC goals in either ELA or Math</i></p>

<p>LCAP Goal 2:</p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> - <i>Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> - <i>students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> - <i>ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p>Challenges:</p> <p>Black/AA students Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady %)</p> <p>3rd 27.3% (9.1%) ((22.2%))</p> <p>4th 16.7% (18.2%) ((37.5%))</p> <p>5th 22.2% (22.2%) ((20%))</p> <p>Black/AA students Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady %)</p> <p>3rd 9.1% (9.1%) ((11.1%))</p> <p>4th 9.1% (16.7%) ((25%))</p> <p>5th 0% (0%) ((10%))</p> <p>IEP students Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady %)</p> <p>((double parenthese mid-year 2023-24 for comparison))</p> <p>3rd 10.5% (10.5%) ((18.8%))</p> <p>4th 13.3% (13.3%) ((10%))</p> <p>5th 10% (10%) ((22.2%))</p> <p>IEP students Mid-Year iReady MATH % at grade-level (parentheses show Fall 2024 iReady %)</p> <p>((double parenthese mid-year 2023-24 for comparison))</p> <p>3rd 5.3% (5.3%) ((12.5%))</p> <p>4th 6.7% (13.3%) ((0%))</p> <p>5th 10% (0%) ((22.2%))</p> <p>EL students Mid-Year iReady ELA % at grade-level (parentheses show Fall 2024 iReady %)</p> <p>((double parenthese mid-year 2023-24 for comparison))</p> <p>3rd 28.6% (28.6%) ((42.9%)) Total 7 students: 3 Gen Ed, 3 SCP, 1 newcomer</p> <p>4th 0% (0%) ((25%)) Total 5 students: 2 Gen Ed, 2 SCP, 1 interrupted schooling</p> <p>5th 0% (0%) ((0%)) Total 5 students; 1 IEP, 2 Newcomers, 1 1st-5th at GVW, 1 IEP & Newcomer</p> <p>ELstudents Mid-Year iReady MATH % at grade-level (parentheses show Fall 2024 iReady %)</p> <p>3rd 0% (28.6%) ((14.2%))</p> <p>4th 0% (0%) ((0%))</p> <p>5th 0% (0%) ((0%))</p>
<p>LCAP Goal 3:</p>	<p>1. <i>Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i></p> <p>2. <i>An annual suspension rate below 2%</i></p>	<p><i>Goal for this year overall attendance is 95.8% currently at 95.1%</i></p> <p><i>Goal reduce chronic absenteeism by 3%:</i></p> <p><i>currently at 10.6 this years goal was 7.2, off track by 3%</i></p>

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>With only 2 staffed preparation periods it is difficult to find coaching time. Classroom teachers have increased needs for coaching on serving students with IEPs whose disability expresses as dysregulated behavior.</i></p>
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW					
School: Glenview Elementary School			SPSA Year Reviewed: 2024-25		
			SPSA Link: 2024-25 SPSA		
2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA					
Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.					
We have seen an overall drop in our SBAC scores. Lack of planning and collaboration time has made it hard to take deep dives on results to figure out why the overall drop in scores.					
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.					
Our pull-out ELD program is successful-- students are getting daily support and we are using the Language Dives from EL, so ELs are gettnig"double dipped" in the EL content. All new teachers are getting weekly or bi-weekly coaching and support from TSA. COST meets regularly. As of Febrary 2025 we have held ~25 SSTs and 60+ IEPs.					
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.					
2025-26 proposed budget adds another enrichment so that PLCs can happen during the school day, and so that on Wednesday minimum days, we have more schoolwide time to look at and act on data					
2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION					
Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a					

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Glenview Elementary School	SCHOOL ID:	119
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	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 in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	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 May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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 collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	All Students	Academic	Tier 1 - Universal
4-4	Teachers are provided as needed release time 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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers prioritize instructional time to include attention to building students academic language, using multiple strategies for student talk.	English Learner Students	Academic	Tier 1 - Universal
6-2	Reading Intervention TSA uses "language dives" EL Education lessons in pull-out reading intervention	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2025-26 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 ACTIVITY	BUDGET ACTION NUMBER
What: ASP, How:extended day will allow enrolled students extra practice with academic and SEL skills, Who: Unduplicated students are prioritized	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a		Teachers use the COST process after trying Tier 1 interventions	119-1
What: ASP, How:extended day will allow enrolled students extra practice with academic and SEL skills, Who: Unduplicated students are prioritized	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a		Teachers will use assessment data to identify students who need prerequisite skills and will preteach lessons	119-2
WHAT: Instrumental music instruction, How: students will use reading skills to learn to recognize sight music, Who: 3rd-5th grade	\$52,970	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10183	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.35		Teachers will implement district adopted curriculum	119-3
WHAT: Supplies associated with music, art, makerspace, HOW: students will have hands on experiences with producing art and music, WHO: All students	\$6,053	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a		Teachers will implement district adopted curriculum	119-4
What: ASP, How:extended day will allow enrolled students extra practice with academic and SEL skills, Who: Unduplicated students are prioritized	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a		Teachers use the COST process after trying Tier 1 interventions	119-5
What: ASP, How:extended day will allow enrolled students extra practice with academic and SEL skills, Who: Unduplicated students are prioritized	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a		Teachers use the COST process after trying Tier 1 interventions	119-6
WHAT: extra hours for Instructional Leadership Team to lead grade level PLCs	\$17,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		ILT will design PDs based on teacher feedback and observable instructional needs.	119-7
WHAT: Staffed enrichment so teachers have grade level meeting time HOW: students will have opportunities to express themselves art, WHO TK-5th students	\$122,343	PTA/PTO Donations	1105	Certificated Teachers' Salaries	New Position 01	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	1.0		Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	119-8

[illegible]