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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) - Garfield Elementary School

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



2021-2022 School Plan for Student Achievement (SPSA)

School: Garfield Elementary School
CDS Code: 1612596001846
Principal: Alicia Arenas
Date of this revision: 5/18/2021

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: Alicia Arenas	Position: Principal
Address: 1640 22nd Avenue Oakland, CA 94606	Telephone: 510-535-2860 Email: alicia.arenas@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2021

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

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Garfield Elementary School

Site Number: 118

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" 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: 5/18/2021

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:

Alicia Arenas
Principal

Alicia Arenas
Signature

5/25/2021
Date

Thomas A Jakubek
SSC Chairperson

Thomas A Jakubek
Signature

5/25/2021
Date

LaResha Martin
Network Superintendent

LaResha Martin
Signature

5/25/21
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

6/17/21
Date

2021-22 SPSA ENGAGEMENT TIMELINE

School Site: Garfield Elementary School

Site Number: 118

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
2/9/2021	SSC	SSC overviewed school priorities survey and provided feedback on school-wide engagement through virtual learning
2/17/2021	Site English Language Learner Subcommittee	Garfield SELLS overviewed EL data, current practices, and brainstormed practices they reccomend to continue as well as areas of focus for the upcoming school year
2/19/2021	All Staff	Identified school priorities, solicited feedback and developed school-wide priorities survey
2/24/2021	All Staff	Provided feedback on school priorities survey as well as contributed to items of interest for the 21-22 school year
3/17/2021	Site English Language Learner Subcommittee	Garfield SELLS revisited ELLMAs essential practices, successes from the previous year, and provided feedback on supports for EL students in the classrooms and parents support at home as well as engagement through Garfield's Focal Five
3/17/2021	SSC	SSC provided feedback on Title 1/Title 4 Budget spending using the school priorities survey as a guidance
5/17/2021	SSC	SSC provided feedback on school priorities ang goals

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	\$224,270.00
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	\$1,086,135.00

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)	\$205,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$34,200.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,470.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$466,650.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$82,350.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$13,675.00	TBD	After School Education and Safety Program (ASES #6010)	\$223,665.00	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)	\$55,000.00	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:	\$224,270.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$861,865.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,086,135.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School: Garfield Elementary School	School ID: 118	
School Description		
<p>One of the most diverse schools in Oakland, Garfield Elementary is a place where "scholars will grow into caring and creative adults prepared to graduate from college and succeed in life." Our scholars are supported by caring teachers and staff as they engage in a rigorous academic program focused on reading and math; become adept at using technology and accessing adaptive online academic programs; and hone social emotional skills throughout the day. At Garfield, we also believe that teacher and family partnerships are key to student success. Over the course of the school year families and teachers will meet at least five times to discuss specific academic goals, celebrate progress and identify need for greater supports. We are proud to be the mighty Garfield Wildcats!</p>		
School Mission and Vision		
<p>Garfield Elementary School's vision is that ALL Garfield students will grow into caring and creative adults prepared to graduate from college and succeed in life.</p> <p>We plan to achieve our vision by living our school values of:</p> <ul style="list-style-type: none"> - Hard Work, Perseverance, and Education - Teachers, Students, and Families as Partners - Healthy Families, School, and Community - Diversity As Our Strength 		
1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<p><i>College/Career Readiness</i></p>	<p>Standards aligned curriculum and planning, data analysis and reflection, student access to virtual leveled classroom libraries and leveled books, intentional focus on small group instruction in math and reading. Improvement in DFS in 3rd grade math and 5th grade math from 2017-18 to 2018-19; 4th grade ELA and 5th grade ELA from 2017-18 to 2018-19</p> <p>Based on last year tested for SBAC ELA SBAC Distance From Standard: 3rd Grade -63.5 4th Grade -63.3 5th Grade -57.9 MATH SBAC DISTANCE FROM STANDARD: 3rd Grade -33.5 4th Grade -59.6 5th Grade -91.3</p> <p>California Dashboard ELA Increased 8.5 points Math Increased 10.9 points 58% of ELs making progress towards EL Proficiency (high)</p>	<p>Budget priorities to include staffing for literacy coach, math coach, Professional Learning Community time that include data analysis and planning for corrective instruction that includes small group instruction, prioritize spending on leveled classroom libraries. Teams looking at state assesment blueprints, major work standards, and implications for unit and lesson planning. Vertical alignment of major work of the grade during PD and PLCs. Family communication about the importance of assessment and supports for home. Student practice of standards aligned assessments and reflection of their work through the use of rubrics</p>
<p><i>Focal Student Supports</i></p>	<p>MTSS supports including: Check-In/Check-out (CICO), math intervention and small group guided reading instruction. Virtual tutors through outside organizations such as Children's Rising (Math/ELA) and the Oakland Public Education Fund.</p> <p>Based on most recent California Dashboard Data for 2019-20 58% of English Language Learners making progress towards English Language proficiency</p>	<p>Robust COST team to identify which students would benefit from Check In Check Out (CICO), weekly data analysis to create small groups for math intervention and guided reading instruction, integrated ELD and ELD PLCs. Weekly attendance team meeting to support focal students with attendance and engagement.</p>

<p><i>Student/Family Supports</i></p>	<p>Virtual CICO supports for students and daily family communication through zoom, phone call, and home visits. Academic Parent Teacher Team meetings twice a year virtually and emphasis on support/strategy and family/school partnership, monthly coffee with the principal meeting, parent workshop on new district assessment (I-Ready) and use of learning platform (I-Ready MyPATH, ST Math, Digital Libraries), School Site Council, Site English Language Learner Council, Family Advocates to support with attendance case management, 90% of families participating in beginning of the year parent/teacher 1:1 meetings</p>	<p>MTSS Team (Attendance, Admin, Coaches, Attendance Case Managers, ASP Staff) outreaches to families for attendance and engagement support as well as access to food, high family engagement and involvement during SELL and Coffee with the principal, teachers maintain communication with families through TalkingPoints, weekly check-ins regarding student goals and monthly newsletters. To reduce chronic absentism, family advocates support with case management; weekly attendance meetings to identify focus grades</p>
<p><i>Staff Supports</i></p>	<p>Weekly PLCs focused on: ELA and MATH facilitated by instructional coaches, weekly professional development focused on vocabulary acquisition, Math SMP4, equity and level of DOK in questioning, family partnership and engagement (Discourse 1 and 2 Language). Weekly observations and learning walks by lead team and admin. Trauma informed practices and self-care during virtual learning. Weekly/bi-weekly coaching. New teacher mentorship Staff participate in committees including: wellness committee, social committee, ILT, Culture and Climate Team, Safety</p>	<p>Math Instructional Coach and ELA Instructional Coach who provide ongoing coaching and feedback, tiered supports for teachers. Mentoring for new teachers and monthly new teacher meetings. Coaching caseloads every trimester by coaches/admin with targeted supports, elevating of teacher practice during Professional Development (staff presenting best practices at PD). Use of PD for data analysis and planning instructional shifts.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>College/Career Readiness</i></p>	<p>Staff retention and the need for additional planning time and unpacking standards</p> <p>Math IAB 3rd grade-49.5% below 4th grade-52.0% below 5th 53.5% below 14.8% did not test ELA IAB 3rd grade-60.6% below 4th grade-61.3% below 5th grade-32.4% below 14% did not test</p>	<p>Students who need additional support are frequently tardy/absent and miss critical instruction. During distance learning, student engagement varied.</p>

<i>Focal Student Supports</i>	Students who need additional support are frequently tardy/absent. Recent attendance data for 2020-21 for our African-American students: At Risk: 15.7% of students Moderately Chronically Absent: 11.6% Severly Chronically Absent: 14%	Attendance and engagement during virtual learning. Consistent access to reliable technology.
<i>Student/Family Supports</i>	Families who have students who are chronically absent do not attend intake meetings for attendance case management. During virtual learning, it became difficult to meet with families as they were often not home or did not open the door Our COST team began receiving referrals for scholar support earlier this year and majority of referrals were focused on financial supports. Therapy/Mental Health intake is greatly impacted due to communicaiton constraints. Families are in attendance to 1:1s meetings with teachers and our school sees low engagement with APPT meetings, where families get to learn startegies to support their scholars academically. 20-21 YTD SSTs:7 20-21 COST YTD 64	Students who are chronically absent and are not engaged during the entire zoom class, miss critical instruction. We've encountered some challenges with COST included limited capacity of mental health provides. Before the end of the first trimester, we were at capacity with slots for counseling. At Garfield, our families and staff participate in what we call the "focal Five" of family engagement events. We are seeing low turnout at our two Academic Parent Teacher Team Meetings (APPT).
<i>Staff Supports</i>	Based on CHKS data, 23.2% of Staff stated that they have not made changes to their practice based off Social Emotional Developopment PD. Garfield has also experienced a high turnover of teachers; 46% of Garfield teachers are new to Garfield and in their 1st-2nd year of teaching. A challenge with data driven instruction include limited sub coverage for data conferences which result in group data conferences and not individual conferences	hiring--often takes place throughout the spring and summer which limits time for onboarding and professional development

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: In K-2, students at each placement level will meet their differentiated growth goal of at least 20 placement points based on i-ready diagnostic assessments.

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	n/a	tbd
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	n/a	tbd
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	n/a	tbd
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	-61.6 (Spring 2019)	n/a	tbd
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	tbd
IAB ELA at or above Standard	All Students	tbd	tbd	n/a	tbd
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	F & P data unavailable for Spring 2020 due to Distance Learning	n/a	tbd
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	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	tbd
IAB Math Above Standard	All Students	n/a	8.6%	tbd	tbd
CAST (Science) at or above Standard	All Students	n/a	9.7% (Spring 2019)	n/a	tbd

Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	Math assessment data unavailable for Spring 2020	tbd	tbd
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: tbd

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	-124.6 (Spring 2019)	n/a	tbd
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-100.1 (Spring 2019)	n/a	tbd
IAB ELA at or above Standard	Students with Disabilities	tbd	Please choose a focal student group at left.	tbd	tbd
IAB ELA at or above Standard	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd	tbd
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	36.3%	Coming soon	tbd

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	-132.3 (Spring 2019)	n/a	tbd
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-102 (Spring 2019)	n/a	tbd
IAB Math Above Standard	Students with Disabilities	n/a	2.7%	n/a	tbd
IAB Math Above Standard	African-American Students	n/a	1.7%	n/a	tbd

Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	14.4%	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	6.7%	n/a	tbd

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

School Goal for May 2024: Decrease the percentage of students who are falling into chronically absent and at risk categories.

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	70.7%	n/a	tbd
Suspensions	All Students	-2pp	1.1%	n/a	tbd
Suspensions	African-American Students	-2pp	2.3%	n/a	tbd
Suspensions	Students with Disabilities	-2pp	2.7%	n/a	tbd
Chronic Absence	All Students	-2pp	13.9%	n/a	tbd
Chronic Absence	African-American Students	-2pp	24.2%	n/a	tbd
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: We will increase our score on the PLC Rubric in data driven instruction from 2 to 3.

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]	n/a	tbd
Teacher Retention	All Teachers	n/a	70.7% (Fall 2020)	n/a	tbd

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

Garfield does not have equitable access to experienced teachers. We experience a high turnover each year. During exit interviews each year, teachers have shared that the cost of living and low pay have contributed to moving to another district or moving out of the Bay Area. As a result, Garfield often has close to 50% of 1-2 year teachers.

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: Garfield Elementary School		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		Culture and Climate: Chronic Absenteeism	
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 as measured by a 10% reduction of moderate chronic absenteeism		
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.			
Garfield's attendance team continued to meet weekly. The attendance team consisted of administrators, EBAYC family advocates, the school nurse, attendance clerk and admin assistant. During our weekly meetings, we reviewed weekly attendance data, entered interventions in aeries and reviewed engagement trackers. As a result of distance learning, the attendance team also analyzed engagement rates for each class. We identified students who would need additional support and assigned a staff member to conduct ongoing check-ins and goals setting. Attendance continued to be a priority, however we also analyzed engagement.			
What evidence do you see that your practices are effective?			
Teachers provided qualitative data indicating that students had increased engagement during zoom classes and completion of assignments, as a result of the support from the attendance team.			
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.			
At Garfield, we will continue with our goal however, we will also make adaptive changes depending on school reopening in 2021-22.			
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, 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, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, IAB, 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 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.			

<p>As a result of distance learning, Garfield focused its second academic cycle of inquiry on SMP4. This included how scholars demonstrated their thinking during live instruction, in independent activities, and how they communicated their reasoning. In addition, grade level teams created student friendly rubrics that supported scholars in understanding if their demonstration of their math work was meeting the highest level in the rubric, both in live instruction and independent activities. Teachers identified focal students, collected student work, and analyzed work on a weekly basis. Through this analysis, teachers planned for weekly spiral, focus, and re-engagement based on student results</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>Through classroom walkthroughs, evidence of students using their rubric to understand their effectiveness of their math thinking in live and independent activities. School-wide tracker of focal students and notes from teacher and teacher teams on implications for planning and instruction. Teachers are analyzing student work on a weekly basis.</p>	
<p>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.</p>	
<p>At Garfield, we will continue with our goal however, we will also make adaptive changes depending on school reopening in 2021-22.</p>	
<p>20-21 Language & Literacy Priority: Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups as measured by reclassification rates (Low-income, Homeless/Foster youth, African American, Latino, English Language Learners and Low SES.</p>	
<p>Theory of Change:</p>	<p>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, newcomers, and monitor progress towards IEP goals) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, newcomer) students on ELA formative and summative assessments (F&P, IABs, SBAC, RI, and On Demand Writing).</p>
<p>Related School Goal:</p>	<p>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.</p>
<p>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.</p>	
<p>One major shift in Language and Literacy was the implementation of the i-ready assessment. We moved from administering the F & P assessment to administering i-ready. The i-ready assessment is a new assessment and required teachers to be trained on administering the assessment and including addition domains that students were assessed on. Additionally, the i-ready program provided students with an opportunity to complete daily differentiated online lessons.</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>Students participating in daily differentiated MyPath/i-ready lessons, teachers analyzing class i-ready data and determining instructional shifts.</p>	
<p>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.</p>	
<p>At Garfield, we will continue with our goal however, we will also make adaptive changes depending on school reopening in 2021-22.</p>	

20-21 Conditions for Adult Professional Learning Priority: Culture and Climate	
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 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 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 as measured by a 10% reduction of moderate chronic absenteeism
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.	
During distance learning, Garfield's culture team provided all staff with guidance and space for teams to communicate distance learning expectations that are aligned to our school wide expectations (Be Safe, Be Respectful, Be Responsible). Teachers implemented online learning platforms and celebrated success of student engagement, participation, and academic growth through virtual townhalls. In virtual townhalls, scholars received recognition for: Student of the Month, Growth Mindset, Outstanding Citizenship, as well as academic progress on online learning platforms (I-Ready, ST Math). Teachers adapted district-adopted curriculum in ELA, Math, ELD, and SEL to support student access through distance learning and ensure a continuous focus on major work of the grade.	
What evidence do you see that your practices are effective?	
Garfield scholars are able to verbalize 3 Be's during distance learning. Over 300 Garfield students have received an award during Virtual TownHalls. Students are accessing adopted curriculum through online learning platforms like SeeSaw, ST Math, I-Ready	
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.	
Teachers had to supplement and adapt SEL curriculum to be accessible to students during distance learning. Our school team also adapted our school wide expectations to include language for distance learning.	
20-21 Conditions for English Language Learners Priority: Reclassification rates	
Theory of Change:	If we provide explicit and systematic English Language Development based on SRI 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.	

Garfield teachers had to adapt ELD curriculum during distance learning. Garfield teachers also included an explicit block for ELD instruction during distance learning. Garfield teachers used language frames and explicit vocabulary acquisition during the first academic cycle of inquiry. Garfield teachers merged ELD PLC planning with ELA planning through the implementation of a new curriculum. Garfield teachers also presented ELD snapshots to EL families during parent/teacher conferences. Garfield parents in our Site English Language Learner Subcommittee (SELLS) engaged in talks around implementation of current practices, support needed at home through distance learning, and focus of reading skills to ensure scholars are prepared for reclassification. Due to the disruption of Spring 2020 Shelter in Place, ELPAC scores were not available for students for the 19-20 school year. Spring 2021 administration will also be virtual and may be impacted.

What evidence do you see that your practices are effective?

Due to shelter in place, we've been able to see an increase in vocabulary domain of the I-Ready by 4 percentage points. However, reclassification effectiveness will not be measured until we have ELPAC scores for the Spring 2021 administration.

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.

Focus on I-Ready implementation at home and family understanding of new literacy program/assessment in K-5. Distance learning has impacted implementation of ELD curriculum

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

Shifts in budget included an increase in spending for translation services. Due to distance learning, we relied heavily on a phone translation services in order to communicate with families. Another shift was an increase in spending for technology. In order to meet the technology needs of students, we invested more funds in chromebooks and technology.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Garfield Elementary School				School ID: 118	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices		
District Strategy: Building CONDITIONS FOR STUDENT LEARNING					
School Priority ("Big Rock"):		Culture and Climate: Chronic Absenteeism			
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:		<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?
1-1	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes, including a minimum of two morning meeting per week in all classes and daily morning circle		
1-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Decrease of number of 2+ URFs of African American students and identify additional supports for African American boys such as Manhood Development Class and prioritize check in and check out for students with multiple suspensions		

1-3	Garfield will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Garfield's attendance challenge and particular focus will be on increasing attendance rates for Garfield's African American and Latino students.	Principal and Leadership Team allocates time for Kindergarten engagement workshops	Increase in positive attendance for our Transitional Kindergarten and Kindergarten students. Weekly attendance meetings with admin, family advocates, community school manager, school nurse and attendance clerk. Family advocates do regular home visits.		
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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, 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, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, IAB, 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 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 with a focus on monitoring progress for African American students. Teachers will use math data (end of unit assessments, quizzes and classwork) to monitor progress.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning with a specific focus on math achievement for African American students.	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Principal will conduct classroom observations and walkthroughs		
2-2	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers will meet weekly with a math coach to adjust classroom and grade level instruction and identify a math focal group for each math unit		
2-3	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Teachers hold Academic Parent Teacher Team Meetings with a focus on math skills and student goals		
2-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Teachers hold Academic Parent Teacher Team Meetings with a focus on math skills and student goals		

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

School Priority ("Big Rock"):	Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups as measured by reclassification rates (Low-income, Homeless/Foster youth, African American, Latino, English Language Learners and Low SES).				
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, newcomers, and monitor progress towards IEP goals) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, newcomer) students on ELA formative and summative assessments (F&P, IABs, SBAC, RI, and On Demand Writing).				
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 complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery such as quizzes, AR quizzes and running records with a specific focus on monitoring progress of low performing students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	DOK 3 and 4 questions in lesson plans and provide sentence stems for English Language Learners. Admin and coaches will conduct observations and provide feedback		

3-2	<p>Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities.</p>	<p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>We will differentiate Language Arts instruction for our ELLs and African-American students, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction</p>		
3-3	<p>Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students with a focus on students with disabilities and IEP goals.</p>	<p>Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students</p>	<p>Posted class wide data trackers and benchmarks, parents have access to individual student data and benchmarks</p>		
3-4	<p>Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>Teachers hold one to one parent meetings and Academic Parent Teacher Team Meetings</p>		

3-5	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers analyze student work and data during PLCs and data conferences with admin and agree upon next instructional steps		
3-6	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 develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers participate in PD and use data and assessments to adjust instruction.		
3-7	Garfield will identify and recommend students to participate in EBAYC after school program and Children's Rising in-school intervention programs based on student goals/progress. Goals will be in alignment with data shared during APTT nights.	Principal, Literacy Coach and teachers will identify students and recommend students for participation in Garfield's after school programs.	Students participating in the afterschool program will receive additional reading support. Program success will be measured by F and P and foundational skills test.		

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING	
School Priority ("Big Rock"):	Culture and Climate
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 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	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes, including a minimum of two morning meeting per week in all classes and daily morning circle		
4-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Decrease of number of URFs and identify additional supports for African American boys such as check in and check out for students with multiple suspensions		
4-3	Garfield will continue hosting beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Garfield's attendance challenge and particular focus will be on increasing attendance rates for Garfield's African American and Latino students.	Principal and Leadership Team allocates time for Kindergarten engagement workshops	Increase in positive attendance for our Transitional Kindergarten and Kindergarten students. Weekly attendance meetings with admin, family advocates, community school manager, school nurse and attendance clerk. Family advocates do regular home visits for students identified as chronically absent. 6 week attendance challenges for classes identified as having a high number of chronically absent students		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS					
School Priority ("Big Rock"):		Reclassification rates			
School Theory of Change:		If we provide explicit and systematic English Language Development based on SRI 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 differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Evidence of scaffolds for English Language Learners including sentence frames and posted vocabulary		
5-2	Teachers lead English Language Learners in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher and parent complete English Language Learner snapshot during parent-teacher conferences		

5-3	Classrooms with newcomer students will hold regular community morning meetings to nurture a welcoming environment and help develop and strengthen peer relationships.	ELD Coach will facilitate PD on welcoming newcomers, GLAD strategies and integrated ELD.	Teachers will receive PD on facilitating welcome morning circles and newcomer morning circles. Teachers will assign a buddy to a newcomer student who speaks the same primary language to help support navigate the new school system and environment. Teachers will review school wide systems and expectations.		
5-4	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content				
5-5	Teachers include Content Language Objectives across content, or in high leverage chosen content areas, to increase access by ELLs to content				

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 118

School: Garfield 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	School ID	Row Number
Overtime for classified staff to return early to support with registration	\$500	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	118-1	118	1
Teacher stipends	\$18,753	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.	118-2	118	2
Maintenance Agreement/Copier	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	118-3	118	3
Supplies	\$9,947	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 differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities.	118-4	118	4
Contracts (counselors/SEEDS of awareness, EBAYC)	\$90,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-5	118	5
Language Link Translation Services	\$10,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	118-6	118	6
Supplies	\$0	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	118-7	118	7
11 Month Teacher on Special Assignment to support with Professional Development facilitation for Math and ELA, teacher coaching and support, small group intervention	\$103,413	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4392	11-Month Classroom TSA	0.80	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.	118-8	118	8
TSA	\$92,042	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6522	11-Month Classroom TSA	0.65	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELD Coach will facilitate PD on welcoming newcomers, GLAD strategies and integrated ELD.	118-9	118	9
To be allocated in Fall 2021.	\$9,670	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	118-10	118	10
To be allocated in Fall 2021.	\$5,470	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	118-11	118	11
STIP Sub	\$64,666	LCFF Supplemental	1105	Certificated Teachers' Salaries	0679	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities.	118-12	118	12
Teacher Salary	\$99,471	LCFF Supplemental	1105	Certificated Teachers' Salaries	1967	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	118-13	118	13

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 118

School: Garfield 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	School ID	Row Number
TSA	\$25,853	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4392	11-Month Classroom TSA	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students with a focus on students with disabilities and IEP goals.	118-14	118	14
Prep Teacher	\$21,615	LCFF Supplemental	1105	Certificated Teachers' Salaries	4642	Teacher Education Enhancement	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	118-15	118	15
Prep Teacher	\$100,608	LCFF Supplemental	1105	Certificated Teachers' Salaries	7091	Teacher Education Enhancement	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities.	118-16	118	16
STIP Sub	\$60,344	LCFF Supplemental	1105	Certificated Teachers' Salaries	7374	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.	118-17	118	17
Noon Supervisor	\$9,832	LCFF Concentration	2905	Other Classified Salaries	1497	Noon Supervisor	0.27	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	118-18	118	18
Noon Supervisor	\$8,032	LCFF Concentration	2905	Other Classified Salaries	2330	Noon Supervisor	0.27	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	118-19	118	19
TSA	\$21,240	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	6522	11-Month Classroom TSA	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	118-20	118	20
Supplies	\$8,487	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-21	118	21
To be allocated in Fall 2021.	\$34,760	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	tdb	tdb	118-22	118	22
Library textbooks	\$55,000	Measure G: Library	4100	Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Library textbooks to support literacy development for all students.	118-23	118	23
To be allocated in Fall 2021.	\$13,675	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	tdb	tdb	118-24	118	24
To be allocated in Fall 2021.	\$223,665	After School Education & Safety (ASES)	4399	Unallocated	n/a	n/a	n/a	tdb	tdb	118-25	118	25



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Garfield Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding monthly school site council virtual meetings where data, standards and assessments are discussed.
- Regular parent teacher conferences during the start of the school year, report card conferences and upon request.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Monthly parent letters from school administration and classroom teachers
- Monthly parent meetings including: Coffee with the principal, School Site Council and Site English Language Learner meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Holding monthly School Site Council Meetings, posting flyers and meeting agendas, sending talking points messages to inform families of SSC meetings

The school communicates to families about the school's Title I, Part A programs by:

- Holding monthly School Site Council Meetings, posting flyers and meeting agendas, sending robocalls to inform families of SSC meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Inviting Teachers on Special Assignment (TSAs) to school-wide meetings to review reading and math data, reviewing curriculum and grade level expectations during SSC and parent meetings held monthly

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- TalkingPoints in the student's home language, flyers posted on Garfield's website and social media accounts

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Posting volunteer information include contact information for the EdFund that outlines clearance for volunteers
- Teacher communication for volunteer opportunities such as participating in zoom meetings and virtual classroom activities

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Sharing materials and distributing websites to support their child's learning

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Ongoing communication through TalkingPoints, phone calls and monthly parent newsletters
- Report card conferences

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Formal Conferences will be held:
 - At the beginning of the year as a get to know you and to establish a strong relationship
 - Back to school event
 - Title 1 meeting
 - 1 to 1 conferences to discuss report cards will be held in December and March at the end of the first and second reporting period to provide you and update on your child's performance and enlist your support at home.
 - Report Cards sent home three times a year
- Parents may call a conference any time you find a need to communicate with your child's teacher.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Sending robocalls and TalkingPoints for upcoming School Site Council meetings
- Posting Agendas on social media accounts

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translation for parents with limited English Proficiency
- Holding monthly meetings for parent involvement including: Coffee with the Principal, School Site Council, SELL

The school provides support for parent and family engagement activities requested by parents by:

- Coordinating with district offices to provide engagement activities, coordinating events with parents and school partners (Lotus Bloom, First Five, EBAYC).

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Encouraging families to visit Garfield's food distribution center
- Garfield's Family Advocates and Community School Manager outreaches to families through robocalls, and text messages to encourage participation in community and school-wide events

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by Garfield's on August 1, 2020 and will be in effect for the period August 10, 2022 through (date - last day of school).

The school will distribute this policy to all parents on or before September 30, of the current school year.

Alicia Arenas
Name of Principal

Alicia Arenas
Signature of Principal

Date

Please attach the School-Parent Compact to this document.



School-Parent Compact

Garfield Elementary School

2020-2021

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-2021 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - a) Standards-based instruction across all content areas. This includes live virtual instruction and pre-recorded lessons during distance learning.
 - b) Targeted Small group instruction
 - c) Blended Learning across all content areas (synchronous and asynchronous instruction)
 - d) Strategic English Language Development
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - a) Garfield is committed to frequent 2-way communication with families about student learning. This includes weekly check-in and frequent communication through Talking Points as well as communication of weekly learning goals while in distance learning.
 - b) In addition to informal meetings by parent/teacher requests, we offer additional family engagement events. These family engagement activities will take place virtually or in-person, depending on health guidelines.
 - i) *1 Beginning of Year 1:1 Meeting*
 - ii) *2 Report Card 1:1 Meetings*
 - iii) *Back to School Event*
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- a) During report card conferences and meetings with the classroom teacher, staff will share updates on progress, and how to monitor and improve achievement.
 - b) During distance learning, the teacher will communicate weekly learning goals with families.
- 4) Provide parents reasonable access to staff.**
- a) In addition to parent 1:1 meetings, and report card conferences, opportunities to schedule meetings with staff, notes to the teacher, principal or staff member are available in the front office when we return to school, and during distance learning, families are encouraged to email the principal and/or use the Google Voice number to send text messages and/or leave a message. Families are also encouraged to continue to message their teacher through Talking Points.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- a) **For example, at Garfield, we offer many ways for families to engage our learning community:**
 - i) Principal's Coffee: Principal reports on school-wide functions in an open forum for parents.
 - ii) SELL: Parents and staff collaborate to improve reclassification rates for our English Learners
 - iii) School Site Council: Parents and Teachers working to improve overall school operations.
 - iv) Field Trip volunteers: When allowed, families will support the learning and safety of scholars.
 - v) Classroom Volunteers: When allowed, families will support the learning in classrooms.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- a) During Garfield's APTT meetings, parents receive materials and training on ways to support their child at home. The staff will share the student's academic level (in literacy and math), along with a mid-year and end-of-the-year reading goals.
 - b) Garfield staff will encourage families to participate in district-wide training to support scholars while in distance learning.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- a) All staff members participate in Professional Development that outlines Garfield's expectations for family engagement as well as planning time for family engagement events.
 - b) All staff members encouraged to continue constant communication while in distance learning through the use of Talking Points, Language Link, and text/calls.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- a) Garfield staff utilizes TalkingPoints app, which translates the message to the student's home language. When speaking on the phone or in person, Garfield staff utilizes Language Link for interpretation. Additionally, Garfield teachers send home monthly communication to families.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom, if possible and when deemed safe.
- Participate in decisions related to the education of my child.
- Promote the positive use of my child's extracurricular time, ensuring they are reading nightly and getting physical exercise.
- I understand that my child must come to *school every day, on time*. This includes participating in virtual instruction daily and on time. I have read and understood the attendance policy.

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Attend virtual instruction on time every day. When in-person, get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the **Garfield Elementary** on August 10, 2020, and will be in effect for the period of August 10, 2020 to May 27, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September, 10th, 2020

Signature of Principal--Alicia Arenas

Date: 8/10/2020



Garfield Elementary
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Thomas Jakubek
Vice Chairperson:	Nikita Williams
Secretary:	Sara Farmer

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Alicia Arenas	X			
Nikita Williams				X
Sara Farmer		X		
Mary Ward				X
Jamisha Dews				X
Anita Johnson				X
Deprece Bonilla				X
Thomas Jakubek		X		
Michelle Ortiz			X	
Maurina Kirkland		X		

SSC Meeting Schedule: (Day/Month/Time)	Second Tuesday of each month, 3:00-4:30p
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SSC Legal Requirements (EC Sections 65000-65001):

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

