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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

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

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

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

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

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

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

Attachment(s)

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



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

2026-27 School Plan for Student Achievement (SPSA)

School: Garfield Elementary School
CDS Code: 1612596001846
Principal: Alexandra Brandenburg
Date of this revision: March 31st, 2026

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: Alexandra Brandenburg **Position:** Principal
Address: 1640 22nd Avenue **Telephone:** 510-535-2860
Oakland, CA 94606 **Email:** alex.brandenburg@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: March 31st, 2026

The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Garfield Elementary School **Site Number:** 118

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: March 31st, 2026

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

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

Signatures:

Megan Sweet (Interim Principal) <hr/> <i>Principal</i>	<i>Megan Sweet</i> <hr/> Signature	<hr/> 3/31/2026 <hr/> Date
Thomas Jakubek <hr/> <i>SSC Chairperson</i>	<i>Thomas Jakubek</i> <hr/> Signature	<hr/> 3/31/26 <hr/> Date
Miranda Buddington <hr/> <i>SELLS Representative (optional)</i>	<i>Miranda Buddington</i> <hr/> Signature	<hr/> 3/31/26 <hr/> Date
Leroy Gaines <hr/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr/> Signature	<hr/> 04/30/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 4/30/26 <hr/> Date

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

Date	Stakeholder Group	Engagement Description
12/16/2025	SSC & SELLS	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals and strategies, Reflected on instructional practices and supports, Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft, Conducted mid-year or final SPSA review
12/15/2025	Faculty	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a
12/9/2025	ILT	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a
12/10/2025	Admin Team	Conducted mid-year or final SPSA review, Collected input for next year's SPSA draft
1/27/2026	SSC & SELLS	

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

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

Early Literacy Program

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

Summer Learning Program

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

Credit Recovery Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$245,280.00
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	\$1,002,089.58

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$240,900
Title I Parent & Family Engagement Resource 3010	\$4,380
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$245,280

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,002,089.58

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$43,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$268,168
Community Schools Grant (CCSPP) Resource 6332	\$202,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$92,842
SUBTOTAL OF STATE & LOCAL FUNDING:	\$756,810

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

1A: ABOUT THE SCHOOL

School Name: Garfield Elementary School		School ID: 118
CDS Code: 1612596001846	SSC Approval Date:	Board Approval Date: 6/24/2026

School Mission and Vision

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.

We plan to achieve our vision by living our school values of:

- Hard Work, Perseverance, and Education
- Teachers, Students, and Families as Partners
- Healthy Families, School, and Community
- Diversity As Our Strength

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

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.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.5%	14.5%	61.9%	0.2%	2.0%	19.8%	98.5%	52.0%	2.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.0%	2.6%	15.2%	0.7%	0.4%	0.7%	98.2%	18.1%	84.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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."

English Language Arts Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-113.9	-99.8	-116.2	-40.00	-30.0
SBAC ELA Participation	All Students	90.3%	97.0%	97.7%	95.0%	98.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	49.4%	56.8%	62.9%	52.8%	60.0%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-81.5	-99.8	-89.3	-30.0	-30.0
SBAC Math Participation	All Students	91.5%	91.5%	96.8%	95.0%	98.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	6.5%	8.4%	8.3%	17.0%	20.0%
California Science Test (CAST) Participation	All Students	97.5%	95.4%	98.8%	95.0%	98.0%

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

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-161.8	-152.9	-162.3	-40.0	-30.0
SBAC ELA Distance from Standard Met	African American Students	-130.3	-112.3	-113.3	-80.0	-30.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	82.5%	73.5%	74.4%	70.4%	80.0%
SBAC Math Distance from Standard Met	Special Education Students	-142.5	-174.3	-180.7	-30.0	-30.0
SBAC Math Distance from Standard Met	African American Students	-115.7	-128.7	-128.8	-65.0	-30.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	11.2%	6.5%	11.1%	25.0%	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	33.3%	20.0%	20.0%	25.0%

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	2026-27 New Target
Student Connectedness to School	All Students	53.1%	66.7%	73.8%	85.0%	90.0%
Out-of-School Suspensions	All Students	3.3%	1.5%	2.0%	0.2%	0.1%
Out-of-School Suspensions	African American Students	7.7%	5.0%	4.8%	0.2%	0.1%
Out-of-School Suspensions	Special Education Students	2.7%	3.3%	3.9%	0.2%	0.1%
Chronic Absenteeism	All Students	63.9%	34.5%	32.1%	25.0%	25.0%
Chronic Absenteeism	African American Students	75.0%	51.1%	50.0%	30.0%	30.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal:	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.					
Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.					
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	69.1%	70.0%	72.4%	80.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - Standards aligned curriculum UFLI, EL Education, Eurka Math Squared - Very strong early literacy structures in UFLI and routines through the whole school, K-5th grade. These structures have led to the increase in students reading at grade level. This is also our 3rd year of Eureka Math adoption, teachers are more comfortable with the curriculum leading to increase levels in students at grade level for math. - Weekly PLCS in Math and ELA led by instructional coaches - Data analysis and reflection cycles during PLCs and PD -100% of scholars have access to Chrombooks in school for differentiated i-Ready reading and math lessons - Intentional focus on small group instruction in math and reading - Early literacy UFLI block for all grade levels K-2nd and SIPPS intervention for K-5th - Intervention based in reading and math - Early Literacy Tutors supporting K-5 - Report Card conferences to enage families in students learning. - Partnership with EBAYC leading our after school program that supports early literacy for 1 hour a day in program. - Intervention based in reading and math from Math Liberators, Children Rising, and Open Literacy.
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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 	<ul style="list-style-type: none"> - MTSS supports including: Check-In/Check-out (CICO), math intervention and small group guided reading instruction - Tutors through outside organizations such as Children's Rising (Math/ELA) - Early lit tutors providing literacy support for K-5th grade students - Restorative Justice Facilitator to support students with peer relationships and creating joyful schools for our African American, Black and ELL students. - AA boys groups and AA girls groups - Attendance team, including out Attendance Clerk, supporting students at risk for chronic absenteeism. - Community School Manager and Family Advocates to support family enagement for our Black and African American Students and ELLs - SELLS Committee to support ELL families and engage them in learning. - Report Card conferences to enage families in students learning. - Partnership with EBAYC leading our after school program

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<ul style="list-style-type: none"> - Implementation of focus five (2 APTT nights, 2 Report Card Conferences, 1 family 1:1 meeting with teacher at the beginning of the year) - Strong MTSS (COST, Attendance, SST, Culture) team that supports with tiered approach to attendance and behavioral support - Community School Manager leading attendance, joyful schools, COST, Family Engagement, and culture and climate, etc. - Partnership with EBAYC for 2 family advocates and a managing director of EBAYC that supports with family engagement and attendance. - 1 Case Manager paid for out of base to support with case management for attendance - Partnership with EBAYC leading our after school program - Families have opportunities for engagement with administration in monthly meetings (SSC, SELs, Coffee with Principal) with occasional refreshments provided. - Spanish translation at all monthly meetings. - Parent Leadership Committee lead by our Managing Director of the Family Resource Center
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<ul style="list-style-type: none"> - We retained 100% of our gen-ed staff in 25-26 - 3 TSAs to provide 6-week coaching cycles - Weekly professional development for teachers in PLC and PD - Staff participate in committees including: Instructional Leadership Teams, Culture and Climate Team, Sunshine Committee - Monthly Culture & Climate professional developments - School Site Council - Faculty Council- District wide PD offerings for new teachers - Feedback loops and coaching logs

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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>From August 2025 - December 2025 we have made 8% increase of students reading at or above grade level in reading.</p> <p>From August 2025 - December 2025 we have made 6% increase of students reading at or above grade level in math.</p> <p>These are great growth marks for mid year but we still have a large portion of students at Garfield performing below grade level in reading and math.</p>
<i>LCAP Goal 2:</i>	<p>By May of 2027</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>From August 2025 - December 2025 we have made 10% increase of African American and Black students reading at or above grade level in reading.</p> <p>From August 2025 - December 2025 we have made 7% increase of ELL students reading at or above grade level in reading.</p> <p>From August 2025 - December 2025 we have made 0.3% increase of students with IEPs reading at or above grade level in reading.</p> <p>From August 2025 - December 2025 we have made 11% increase of African American and Black students at or above grade level in math.</p> <p>From August 2025 - December 2025 we have made 8% increase of ELL students at or above grade level in math.</p> <p>From August 2025 - December 2025 we have made 0.2% increase of students with IEPs at or above grade level in math.</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Recent attendance data for 2025-26 for students:</p> <p>Satisfactory: 46.8%</p> <p>At Risk: 25.2%</p> <p>Moderate: 18.6%</p> <p>Severe: 9.3%</p> <p>Suspension rate in 2025-2026: 2 Incidents this year compared to 15 last year</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	SPED retention remains very challenging.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Garfield Elementary School

SPSA Year Reviewed: 2025-26

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

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have implemented the current year SPSA to fidelity using Early Lit Tutors and the new UFLI curriculum to support Reading growth across the school. After engaging all stakeholders in the annual review we have found that our MOY data is consistent with our goals.

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

Continuing to prioritize early literacy this year has made a huge difference in our students reading on grade level. We have decreased the amount of students 2+ years behind in reading and many students have met their "typical reading growth level" as measured by the mid-year i-Ready. MOY MTSS assessment and culture walkthroughs indicate that the restorative justice strategies and wellness practices that have been taught and shared in Teaching Well PD and from the RJ facilitator for students are strong and impact Tier 1 and 2 behaviors.

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.

Next year we hope to continue to fund 4 Early Lit Tutors to provide intervention to our students in reading and phonics and 3 TSAs to provide instructional coaching to teachers.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>OT/ET for certificated teachers to attend professional development outside of contract.</p>	<p>Staff Participation in Foundational Professional Learning</p>	<p>Support professional development for staff outside of contract hours.</p>	<p>Staff continue to improve teaching practice through the professional development experiences</p>	<p>We hope to continue this service next year if funding permits.</p>
<p>Classroom supplies to support student engagement.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Classroom supplies to support student engagement.</p>	<p>Roughly 50% of our students have met their typical growth on iReady.</p>	<p>We hope to continue this service next year if funding permits.</p>
<p>Provide light refreshments to families during principals coffee and SSC events to encourage attendance.</p>	<p>Student Connectedness to School</p>	<p>Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.</p>	<p>Student outcomes improve when family engagement is high. 85% of families attended all focus 5 events and gained insight into their students reading and math data. Attendance for Principal's Coffee continues to be the highest attended family engagement event including SSC, SELLS, etc.</p>	<p>We hope to continue this service next year if funding permits.</p>
<p>TSAs leading PD outside of contract hours</p>	<p>Staff Participation in Foundational Professional Learning</p>	<p>Support professional development for staff outside of contract hours.</p>	<p>Staff continue to improve teaching practice through the professional development experiences</p>	<p>We hope to continue this service next year if funding permits.</p>
<p>OT/ET for classified staff to have professional development monthly.</p>	<p>Staff Participation in Foundational Professional Learning</p>	<p>Classified staff attend monthly professional development to go over supervision expectations.</p>	<p>Improve supervision of students on the yard during recess and lunch.</p>	<p>We hope to continue this service next year if funding permits.</p>

OT/ET for classified staff to have professional development monthly.	Staff Participation in Foundational Professional Learning	Classified staff attend monthly professional development to go over supervision expectations.	Improve supervision of students on the yard during recess and lunch.	We hope to continue this service next year if funding permits.
Classroom supplies to support student engagement.	Chronic Absenteeism	Improve student attendance through certificates and school related prizes.	CICO has improved attendance for students who are at risk	We hope to continue this service next year if funding permits.

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

School: Garfield Elementary School	SCHOOL ID: 118
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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 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Early Literacy: Teachers will implement early literacy SIPPS curriculum for 60 minutes per day. We will implement an all school early literacy block where TK-5 teachers will implement the SIPPS curriculum so that students are growing in reading. This Multi-Tiered System of Support framework can be used across all three tiers of instruction.	All Students	Academic	Tier 2 - Supplemental
1-2	Intervention and Differentiation: 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 differentiated small group instruction and scaffolded whole group instruction.	All Students	Academic	Tier 2 - Supplemental
1-3	Cycles of Inquiry: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	All Students	Academic	Tier 1 - Universal
1-4	Family Engagement: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning during our focus 5 events; 1:1 parent-teacher meeting, report card conference, math APTT, literacy APTT, final report card conference. Engaging family in the academic and SEL outcomes of their child is an important aspect of developing the whole child.	All Students	All of the above	Tier 1 - Universal
1-5	Attendance: Improve attendance for all students. If students are at school learning they will improve achievements in reading and math.	All Students	All of the above	Tier 1 - Universal

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

School Goal:
 By May of 2027
 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
 - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
 - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY

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	African American Male Achievement and African American Female Excellence peer groups organized and facilitated with the support of our restorative justice facilitator.	African American Students	All of the above	Tier 2 - Supplemental
2-2	Targeted intervention in reading and math for African American and Black and ELL students with our early lit tutors and our STIP sub.	African American Students	Academic	Tier 3 - Intensified
2-3	Small group differentiated instruction in reading and math. Monthly data dives in PLC with a focus on African American and Black students as well as ELLs on Content and language learning.	All Students	Academic	Tier 2 - Supplemental
2-4	Targeted incentives and check in check out programs to improve attendance for African American Students.	African American Students	All of the above	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	Targeted incentives and check in check out programs to improve attendance for African American Students, including lunch bunches, restorative circles with our restorative justice facilitator to support with conflict mediation, and ongoing parent communication.	African American Students	All of the above	Tier 2 - Supplemental
3-2	100% of Black and African American families attend all focus 5 events at beginning of year	African American Students	All of the above	Tier 1 - Universal
3-3	Employ two Family Advocates and a Community School Manager to support improved attendance and family engagement.	All Students	All of the above	Tier 1 - Universal
3-4	Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	All Students	All of the above	Tier 1 - Universal
3-5	Supervision on the yard that provides students with positive and joyful experiences with their peers while they are at recess.	All Students	All of the above	Tier 1 - Universal
3-6	Engage students in arts and movement curriculum to increase positivity and joy at school.	All Students	All of the above	Tier 1 - Universal

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

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

Identified 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	Continued staff professional development on culturally responsive teaching and equitable teaching practices with the support of our culture and climate team led by our CSM and RJ Facilitator.	All Students	All of the above	Tier 1 - Universal
4-2	Faculty council meets monthly to discuss solutions to ongoing school issues.	All Students	All of the above	Tier 1 - Universal
4-3	Having a robust personnel committee dedicated to creating equitable classroom environments that are representative of our school community.	All Students	All of the above	Tier 1 - Universal
4-4	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	All Students	All of the above	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Student Affinity Space: African American Male Achievement and African American Female Excellence Peer Groups for TK-2 and 3-5	African American	All of the above	Tier 1 - Universal
5-2	Family Engagement: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	African American	All of the above	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</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	Instruction: Integrated and Designated ELD taught in all classrooms TK-5.	English Learner Students	Academic	Tier 3 - Intensified
6-2	Differentiated Instruction: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students. Including a newcomer teacher who specifically targets our N1 and N2 students in 2-5.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
The EBAYC Afterschool Program provides enrichment, homework support, and after school care for students. Ensuring continuity of services and programming for the extended day.	\$243,168	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	118-13
The EBAYC Afterschool Program provides enrichment, homework support, and after school care for students. Ensuring continuity of services and programming for the extended day.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	118-14
VAPA Music teacher (Jenks)	\$11,565	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	4642	Teacher Education Enhancement	0.10			Engage students in arts and movement curriculum to increase positivity and joy at school.	118-15
Prep Teacher (Dance - Phillips)	\$59,810	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10172	Teacher Education Enhancement	0.60			Engage students in arts and movement curriculum to increase positivity and joy at school.	118-16
EEIP Art teacher (Slater)	\$12,085	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10174	Teacher Education Enhancement	0.10			Engage students in arts and movement curriculum to increase positivity and joy at school.	118-17
Instructional materials and supplies to support arts programs.	\$9,382	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Engage students in arts and movement curriculum to increase positivity and joy at school.	118-6
Teacher on Special Assignment (Buddington)	\$27,200	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	11079	TSA 10Pay	0.20			Intervention and Differentiation: 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 differentiated small group instruction and scaffolded whole group instruction.	118-7
Community School Manager (Rivas)	\$51,923	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8667	Program Mgr Community School	0.25			Employ two Family Advocates and a Community School Manager to support improved attendance and family engagement.	118-8
Case Manager (Argueta-Rodriguez)	\$54,236	California Community Schools Partnership Program	2405	Clerical Salaries	10976	Case Manager 20	0.50			Employ two Family Advocates and a Community School Manager to support improved attendance and family engagement.	118-9

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Materials and Supplies to support community schools program	\$19,141	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Targeted incentives and check in check out programs to improve attendance for African American Students, including lunch bunches, restorative circles with our restorative justice facilitator to support with conflict mediation, and ongoing parent communication.	118-10
EBAYC	\$50,000	California Community Schools Partnership Program	5825	Consultants			0.00			Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	118-11
EBAYC	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	118-12
Afterschool Program	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	118-13
Supplies to support the academic program for all students.	\$43,300	LCFF Supplemental	4310	School Office Supplies			0.00			Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-14
Literacy TSA	\$184,037	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10981	TSA 11Mon 12Pay	1.00			Instruction: Integrated and Designated ELD taught in all classrooms TK-5.	118-15
COmmunity Schools Manager	\$155,768	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	8667	Program Mgr Community School	0.75			Employ two Family Advocates and a Community School Manager to support improved attendance and family engagement.	118-16
Literacy TSA	\$137,531	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10980	TSA 11Mon 12Pay	1.00			Instruction: Integrated and Designated ELD taught in all classrooms TK-5.	118-17
Instructional Supplies to support literacy intervention.	\$7,237	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			Early Literacy: Teachers will implement early literacy SIPPS curriculum for 60 minutes per day. We will implement an all school early literacy block where TK-5 teachers will implement the SIPPS curriculum so that students are growing in reading. This Multi-Tiered System of Support framework can be used across all three tiers of instruction.	118-18

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Benefits to support personelle.	\$9,453	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Early Literacy: Teachers will implement early literacy SIPPSS curriculum for 60 minutes per day. We will implement an all school early literacy block where TK-5 teachers will implement the SIPPSS curriculum so that students are growing in reading. This Multi-Tiered System of Support framework can be used across all three tiers of instruction.	118-19
Early Litercy Tutor	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	8020	Early Literacy Reading Tutor	0.80			Early Literacy: Teachers will implement early literacy SIPPSS curriculum for 60 minutes per day. We will implement an all school early literacy block where TK-5 teachers will implement the SIPPSS curriculum so that students are growing in reading. This Multi-Tiered System of Support framework can be used across all three tiers of instruction.	118-20
EEIP Art teacher (Slater)	\$126,795	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10174	Teacher Education Enhancement	0.90			Engage students in arts and movement curriculum to increase positivity and joy at school.	118-21
Library Teacher	\$87,773	Measure G, Library Support	1205	Certificated Pupil Support Salaries	11341	Teacher Librarian	0.70			Instruction: Integrated and Designated ELD taught in all classrooms TK-5.	118-22
VAPA Music teacher (Jenks)	\$104,085	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	4642	Teacher Education Enhancement	0.90			Engage students in arts and movement curriculum to increase positivity and joy at school.	118-23
Supplies to support the preschool program.	\$12,000	State Preschool One-Time Funds	4310	School Office Supplies			0.00			Early Literacy: Teachers will implement early literacy SIPPSS curriculum for 60 minutes per day. We will implement an all school early literacy block where TK-5 teachers will implement the SIPPSS curriculum so that students are growing in reading. This Multi-Tiered System of Support framework can be used across all three tiers of instruction.	118-24
Supplies to support parent engagement.	\$1,000	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		Student Connectedness to School	Family Engagement: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	118-25
Light refreshments to support parent engagement and remove barries for familes to attend workshops and engagement meetings.	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Family Engagement: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	118-26

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Light refreshments to support parent engagement and remove barriers for families to attend workshops and engagement meetings.	\$2,380	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Family Engagement: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	118-27
Provide additional prep periods for teachers during the school day to allow teachers extra time for planning, data dives, additional professional development, and collaboration.	\$39,873	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10172	Teacher Education Enhancement	0.40		i-Ready Reading at or above Mid-Grade	Cycles of Inquiry: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	118-28
The Contractual Newcomer 10-Month TSA also provides intervention to English Language Learners and Newcomers in SIPPs and ELD. Provide intentional, data driven literacy instruction and intervention during all parts of the day to improve the reading skills of TK – 2nd grade newcomer and ELL children, specifically focusing on the “Big Five Literacy Skills” phonemic awareness, phonics, fluency, etc. The TSA also provides Professional Development (PD) for teachers to enable Title I students to meet academic achievement standards in early literacy. Additionally, the TSA facilitates professional development for teachers that aligns with the school's Plan for Student Achievement (SPSA) and coaches teachers weekly, providing feedback based on the Oakland Effective Teaching Framework (OETF) indicators. This TSA also facilitates professional learning communities PLCs sessions focusing on data analysis once a month focused in early literacy Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) instruction.	\$40,800	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11079	TSA 10Pay	0.30		ELL Reclassification	Targeted intervention in reading and math for African American and Black and ELL students with our early lit tutors and our STIP sub.	118-29



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

School-Parent Compact

Garfield Elementary School

2025-2026

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 2025-2026 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 whole class and small group instruction across literacy, math, and science
 - b) Targeted Small group instruction
 - c) Blended Learning across all content areas
 - 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 Parent Square as well as communication of weekly learning goals.
 - 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 Academic Parent Teacher Team Meetings (fall, spring)
 - iii) 2 Report Card 1:1 Meetings (fall, spring)
- 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 the school year, the teacher will regularly communicate the learning goals and foci 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 school number to send text messages and/or leave a message. Families are also encouraged to continue to message their teacher through Parent Square.
- 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 Parent Square, 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 Parent Square 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 in Focus 5 Events.

- Promote the positive use of my child’s extracurricular time, ensuring they read nightly and get physical exercise.
- I understand that my child must come to *school every day*. This includes participating in 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 in-person instruction on time every day and 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 **Garfield Elementary** on August 26th, 2025, and will be in effect for the period of August 26th, 2025 to May 31st, 2026.

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 30 of this current school year.

Alex Brandenburg	<i>Alex Brandenburg</i>	08/26/2025
Principal’s Name	Principal’s Signature	Date



Pacto entre la escuela y los padres

Escuela primaria Garfield

2025-2026

Este Pacto entre la escuela y los padres se desarrolló en conjunto con los padres y los miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto entre la escuela y los padres está en vigencia para el año escolar 2025-2026.

Responsabilidades de la escuela

La escuela acepta llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje de apoyo y eficaz que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos del estado de California.**
 - a. Instrucción basada en estándares en todas las áreas de contenido. Esto incluye instrucción en clases completas y en grupos pequeños en alfabetización, matemáticas y ciencias
 - b. Instrucción en grupos pequeños dirigida
 - c. Aprendizaje combinado en todas las áreas de contenido
 - d. Desarrollo estratégico del idioma inglés
- 2. Realizar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.**
 - a. Garfield se compromete a una comunicación bidireccional frecuente con las familias sobre el aprendizaje de los estudiantes. Esto incluye un registro semanal y una comunicación frecuente a través de Parent Square, así como la comunicación de los objetivos de aprendizaje semanales.
 - b. Además de las reuniones informales a pedido de los padres y maestros, ofrecemos eventos adicionales de participación familiar. Estas actividades de participación familiar se llevarán a cabo de manera virtual o en persona, según las pautas de salud.
 - i. Reunión individual de inicio de año
 - ii. Reuniones del equipo académico de padres y maestros (otoño, primavera)
 - iii. Reuniones individuales de boleta de calificaciones (otoño, primavera)
- 3. Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el logro de sus hijos.**
 - a. Durante las conferencias de calificaciones y las reuniones con el maestro del aula, el personal compartirá actualizaciones sobre el progreso y cómo monitorear y mejorar el rendimiento.
 - b. Durante el año escolar, el maestro comunicará regularmente los objetivos y enfoques de aprendizaje con las familias.

- 4. Proporcionar a los padres un acceso razonable al personal.**
 - a. Además de las reuniones individuales con los padres y las conferencias de calificaciones, las oportunidades para programar reuniones con el personal, notas para el maestro, el director o un miembro del personal están disponibles en la oficina principal cuando regresamos a la escuela, y durante el aprendizaje a distancia, se anima a las familias a enviar un correo electrónico al director y/o usar el número de la escuela para enviar mensajes de texto y/o dejar un mensaje. También se anima a las familias a seguir enviando mensajes a su maestro a través de Parent Square.
- 5. Brindar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades de ser voluntarios y participar en la clase de su hijo, y observar las actividades del aula.**
 - a. **Por ejemplo, en Garfield, ofrecemos muchas maneras para que las familias participen en nuestra comunidad de aprendizaje:**
 - i. Café con el director: el director informa sobre las funciones de toda la escuela en un foro abierto para los padres.
 - ii. VENDER: los padres y el personal colaboran para mejorar las tasas de reclasificación de nuestros estudiantes de inglés.
 - iii. Consejo del sitio escolar: padres y maestros que trabajan para mejorar las operaciones escolares en general.
 - iv. Equipo de padres VIP: representantes de los padres de cada grado que apoyarán la participación de otros padres y brindarán orientación sobre otros programas relacionados con la escuela.
 - v. Voluntarios para excursiones: cuando se permita, las familias apoyarán el aprendizaje y la seguridad de los estudiantes.
 - vi. Voluntarios en el aula: cuando se permita, las familias apoyarán el aprendizaje en las aulas.
- 6. Brindar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
 - a. Durante las reuniones APTT de Garfield, los padres reciben materiales y capacitación sobre las formas de apoyar a sus hijos en casa. El personal compartirá el nivel académico del estudiante (en alfabetización y matemáticas), junto con los objetivos de lectura de mitad de año y fin de año.
 - b. El personal de Garfield alentará a las familias a participar en capacitaciones a nivel de distrito para apoyar a los estudiantes durante el aprendizaje a distancia.
- 7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y los miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**
 - a. Todos los miembros del personal participan en el Desarrollo Profesional que describe las expectativas de Garfield para la participación familiar, así como el tiempo de planificación para eventos de participación familiar.
 - b. Se anima a todos los miembros del personal a continuar la comunicación constante durante el aprendizaje a distancia mediante el uso de Parent Square, Language Link y mensajes de texto/llamadas.
- 8. Garantizar una comunicación bidireccional y significativa regular entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
 - a. El personal de Garfield utiliza la aplicación Parent Square, que traduce el mensaje al idioma materno del estudiante. Cuando habla por teléfono o en persona, el personal de Garfield utiliza Language Link para la interpretación. Además, los maestros de Garfield envían a casa una comunicación mensual a las familias.

Responsabilidades del maestro

Acepto apoyar el aprendizaje de mis estudiantes de las siguientes maneras:

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Esforzarme por abordar las necesidades individuales del estudiante
- Proporcionar un entorno de aprendizaje seguro, positivo y saludable

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ofrecerme como voluntario en el aula de mi hijo, si es posible y cuando se considere seguro.
- Participar en las decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo, asegurándome de que lea todas las noches y haga ejercicio físico.
- Entiendo que mi hijo debe venir a la escuela todos los días. Esto incluye participar en la instrucción a diario y a tiempo. He leído y comprendido la política de asistencia.

Responsabilidades del estudiante

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Asistir a la instrucción en persona a tiempo todos los días y llegar a la escuela a tiempo todos los días.
- Hacer mi tarea todos los días.
- Pedir ayuda cuando la necesite.
- Respetar a mi escuela, a mis compañeros de clase, al personal, a los miembros de la comunidad y a mi familia en todo momento.

Este pacto fue adoptado por la escuela primaria Garfield el 26 de agosto de 2025 y estará en vigor durante el período del 26 de agosto de 2025 al 31 de mayo de 2026.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A el día o antes

Alex Brandenburg

Fecha: 08/26/2025



**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, reminding parents to check student backpacks.

- Asking SSC members and PLC members to flier for events, survey parents about how they best receive information and why they do not currently attend engagement events. Send out Robo calls on parent square about upcoming events.

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:

- Parent Square messages 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 the classroom, supporting with playground supervision, and assisting with academic 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
- Providing concrete strategies in Academic Parent Teacher Team Meetings that families can use at home to support their children academically

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 Parent Square, phone calls and monthly parent newsletters
- Report card conferences
- Supporting participation in committees like SSC, SELLS, Parent Action Team

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 Parent Square messages 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 (TRYBE, First Five, EBAYC, Lotus Bloom).

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 volunteer at Garfield

- 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

- Ensuring Garfield families are connected to community resources like the food pantry, etc.

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 26, 2025 and will be in effect for the period August 26th 2025 through July 31st, 2026.

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

Alex Brandenburg
Name of Principal

Alex Brandenburg
Signature of Principal

August 26th, 2025



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

Política de participación de padres y familias en las escuelas del Título I, Parte A

Todas las escuelas del Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con aportes de todos los padres y miembros de la familia y la distribuirán a ellos. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familias del Título I, Parte A.

La escuela primaria Garfield

acuerda implementar las siguientes prácticas de participación, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para la Participación Familiar Significativa:

Estándar 1 de participación familiar del OUSD: Programa de educación para padres y cuidadores

Se apoya a las familias con habilidades de crianza y crianza de los hijos, comprensión del desarrollo infantil y adolescente y establecimiento de condiciones en el hogar que respalden a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda asistencia a los padres para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos mediante:

- La celebración de reuniones virtuales mensuales del consejo escolar donde se discuten datos, estándares y evaluaciones.
- Reuniones regulares de padres y maestros durante el inicio del año escolar, conferencias de boletines de calificaciones y a pedido.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela mediante:

Cartas mensuales a los padres de la administración de la escuela y los maestros del aula

Reuniones mensuales con los padres que incluyen: Café con el director, Consejo del sitio escolar y reuniones de estudiantes de inglés del sitio

Estándar de participación familiar 2 de OUSD:

- Comunicación con los padres y cuidadores
- Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela se comunica con las familias sobre la Política de participación de los padres y las familias de la escuela mediante:

- Convocando una reunión anual, en un horario conveniente, a la que se invitará y alentará a todos los padres a asistir, para informar a los padres sobre la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- Celebrar reuniones mensuales del Consejo Escolar, publicar volantes y agendas de reuniones, enviar mensajes con puntos de discusión para informar a las familias sobre las reuniones del SSC, recordarles a los padres que revisen las mochilas de los estudiantes.
- Solicitar a los miembros del SSC y de la PLC que envíen volantes sobre eventos, encuestar a los padres sobre cómo reciben mejor la información y por qué actualmente no asisten a eventos de participación. Enviar llamadas robóticas a Parent Square sobre los próximos eventos.

La escuela se comunica con las familias sobre los programas del Título I, Parte A de la escuela mediante:

- Celebrar reuniones mensuales del Consejo Escolar, publicar volantes y agendas de reuniones, enviar llamadas automáticas para informar a las familias sobre las reuniones del SSC

La escuela se comunica con las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes mediante:

- Invitar a los maestros en asignaciones especiales (TSAs) a reuniones de toda la escuela para revisar los datos de lectura y matemáticas, revisar el plan de estudios y las expectativas de nivel de grado durante las reuniones del SSC y de padres que se llevan a cabo mensualmente

La escuela distribuye información relacionada con los programas escolares y para padres, reuniones, informes escolares y otras actividades a los padres en un formato y un idioma que los padres comprendan mediante:

- Mensajes de Parent Square en el idioma materno del estudiante, volantes publicados en el sitio web de Garfield y en las cuentas de redes sociales

Estándar de participación familiar 3 de OUSD: Programa de voluntariado para padres

Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares. La escuela ofrece oportunidades para que las familias se ofrezcan como voluntarias en las aulas y otras actividades escolares mediante:

- La publicación de información sobre los voluntarios, incluida la información de contacto para EdFund que describe la autorización para los voluntarios
- Comunicación con los maestros para oportunidades de voluntariado, como participar en el aula, apoyar con la supervisión del patio de juegos y ayudar con las actividades académicas

Estándar de participación familiar de OUSD 4: aprendizaje en casa

Las familias participan con sus hijos en actividades de aprendizaje en casa, incluidas las tareas y otras actividades y decisiones vinculadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos mediante:

- Compartir materiales y distribuir sitios web para apoyar el aprendizaje de sus hijos
- Brindar estrategias concretas en las reuniones del equipo académico de padres y maestros que las familias pueden usar en casa para apoyar a sus hijos académicamente

Estándar de participación familiar de OUSD 5: poder compartido y toma de decisiones

Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas. Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con ellos como socios iguales mediante:

- Comunicación continua a través de Parent Square, llamadas telefónicas y boletines mensuales para padres
- Conferencias de boletas de calificaciones
- Apoyo a la participación en comités como SSC, SELLS, Parent Action Team

La escuela ofrece oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en decisiones relacionadas con la educación de sus hijos mediante:

- Se realizarán conferencias formales:
 - A principios de año para conocerse y establecer una relación sólida
 - Evento de regreso a la escuela
 - Reunión de Título 1

- Se realizarán conferencias individuales para analizar las boletas de calificaciones en diciembre y marzo al final del primer y segundo período de informes para brindarle información actualizada sobre el desempeño de su hijo y obtener su apoyo en casa.
- Las boletas de calificaciones se envían a casa tres veces al año
- Los padres pueden convocar una conferencia en cualquier momento en que sientan la necesidad de comunicarse con el maestro de su hijo.

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas del Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:

- Enviar llamadas automáticas y mensajes de Parent Square para las próximas reuniones del Consejo del sitio escolar
- Publicar agendas en las cuentas de redes sociales

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Proporcionar traducción para padres con dominio limitado del inglés
- Realizar reuniones mensuales para la participación de los padres, que incluyen: Café con el director, Consejo del sitio escolar, SELL

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres mediante:

- Coordinar con las oficinas del distrito para brindar actividades de participación, coordinar eventos con los padres y los socios escolares (TRYBE, First Five, EBAYC, Lotus Bloom).

Estándar 6 de participación familiar de OUSD: Colaboración y recursos comunitarios

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Alentar a las familias a que se ofrezcan como voluntarias en Garfield
- Los defensores de la familia y el administrador de la escuela comunitaria de Garfield se comunican con las familias a través de llamadas automáticas y mensajes de texto para alentar la participación en eventos comunitarios y de toda la escuela

- Garantizar que las familias de Garfield estén conectadas con los recursos comunitarios como la despensa de alimentos, etc.

Si un plan escolar del Título I no es satisfactorio para los padres, un padre puede enviar cualquier comentario sobre el plan (SPSA) a la Oficina de Planificación de Recursos Estratégicos

Adopción

Esta política fue adoptada por Garfield's el 26 de agosto de 2025 y estará vigente durante el período del 26 de agosto de 2025 al 31 de julio de 2026.

La escuela distribuirá esta política a todos los padres el 30 de septiembre del año escolar en curso o antes.

Alex Brandenburg

Directora

26 de agosto de 2025



Strategic Resource Planning (SRP)

Garfield ELEMENTARY SCHOOL
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Thomas Jakubek
Vice Chairperson:	Laura Rivas
Secretary:	Maurina Kirkland

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Alexandra Brandenburg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Maurina Kirkland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Thomas Jakubek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jeffrey Parker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Laura Rivas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Deondra [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Deprece [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
John [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Darrisha [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mayra [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule: <i>(Day/Month/Time)</i>	2nd Tuesday @ 4 PM
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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.

