

Board Office Use: Legislative File Info.	
File ID Number	19-1542
Introduction Date	8/14/19
Enactment Number	19-1288
Enactment Date	8/14/19 lf



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date August 14, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Garfield Elementary School



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

Aimee Eng

8/15/19

Aimee Eng
President, Board of Education

Kyla Johnson Trammell

8/15/19

Kyla Johnson Trammell
Secretary, Board of Education

2019-2020 School Plan for Student Achievement (SPSA)

School: Garfield Elementary School
CDS Code: 1612596001846
Principal: Alicia Arenas
Date of this revision: 5/14/2019

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
Address: 1640 22nd Avenue
Oakland, CA 94606

Position: Principal
Telephone: 510-535-2860
Email: alicia.arenas@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2019

The District Governing Board approved this revision of the SPSA on: 8/14/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and 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 checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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:

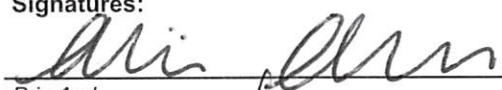
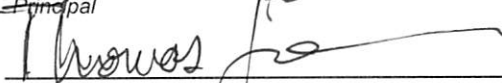

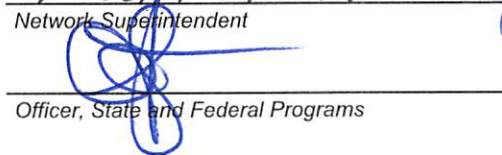
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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 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: 5/14/19

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:

 Principal	AUCIA ARENAS Signature	<u>5/14/19</u> Date
 SSC Chairperson	Thomas A. Jakubek Signature	<u>05-14-19</u> Date
 Network Superintendent	LaKisha Martin Signature	<u>5/20/19</u> Date
 Officer, State and Federal Programs	MIVALEO OTILS Signature	<u>5/21/19</u> Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/17/2018	Faculty and Instructional Leadership Team	Conduct staff work session to flesh out teacher, leadership and organization practices aligned to school goals.
1/8/2019	SSC & SELLS combined	Shared rationale and overview of site plan.
1/8/2019	Instructional Coaches	Shared rational, overview of site plan and incorporated feedback.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$505,948.26
Total Federal Funds Provided to the School from the LEA for CSI	\$323,127.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,327,861.30

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)	\$179,374.08	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$77,805.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,447.18	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$476,897.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$323,127.00	TBD	After School Education and Safety Program (ASES #6010)	\$210,884.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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:	\$505,948.26	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$820,959.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,326,907.26
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Garfield Elementary School

School ID: 118

School Description

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!

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

For ELA, continuing two 50 minute PLCs facilitated by an instructional coach. Teachers spend time planning reading and writing lessons to fully implement Balanced Literacy in grades K-5.

Dedicated ELA PLC and an ELA instructional coach on site. Weekly meetings with instructional coaches to identify teacher supports for ELA.

For Culture, multi-tiered systems of support for students (i.e. T1 PBIS, T2&T3 CICO/COST/SST). Second year implementing CSC-- socioemotional curriculum. Staff and students spend the first weeks internalizing our school wide expectations through "wildcat walk" and creating strong class meeting systems. Multi-disciplinary team (COST) identifies supports for Tier 2 & 3 students and connects them with services and in-school supports.

Robust COST team and and systems for PBIS/expectations walks.

For Math, small-group instruction & strong cycles of inquiry during 50-minute PLC facilitated by an instructional coach. Teachers spend time with lesson design, unit mapping, and data analysis which includes focal groups. Student focus on communicating reasoning (orally/written) and technology integration through ST math.

Dedicated Math PLC and a .8 FTE Math coach.

Designated and integrated ELD instruction in grades K-5.	Block scheduling for ELD in grades K-5. Leveling ELD groups by proficiency level.
Priority Challenges	Root Causes of Challenges
For literacy, teachers are new to teaching and are new to the components of balanced literacy.	A majority of Garfield staff members are new to teaching.
For culture, developing adult culture and adult consistency of behavioral expectations for students and staff	A majority of Garfield staff members are new to teaching and to Garfield
For math, teachers understanding how to effectively implement a math workshop model and developing understanding of math curriculum and content.	A majority of Garfield members are new to teaching and new to teaching math (in previous years Garfield was departmentalized in 4th and 5th grades).
For designated and integrated ELD, 4/5th grade teachers learning a new curriculum (WordGen)	New curriculum and an ELD instructional coach who is new to the site.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	Increase in California Healthy Children Survey (CHKS) to 50% of students reporting they demonstrate a Growth Mindset on SEL related questions on the CHKS survey.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	69.57%	74.60%	69% (+5pp to 17-18 actual)
Suspensions	African-American Students	-2pp	8.33%	6.30%	4.3% (-2pp)
Suspensions	Students with Disabilities	-2pp	13.64%	11.64%	9.64% (-2pp)
Chronic Absence	African-American Students	-2pp	24.53%	18.60%	21.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

ELA SBAC	All Students	+15 points DF3	-70.5	-55.5	-40.5
ELA SBAC	Students with Disabilities	+20 points DF3	-146.2	-126.2	-106.2
ELA SBAC	African-American Students	+20 points DF3	-106.1	-86.1	-66.1

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: Within three years, we will increase the overall math proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-68.9	-53.9	-38.9
Math SBAC	Students with Disabilities	+20 points DF3	-137.9	-117.9	-97.9
Math SBAC	African-American Students	+20 points DF3	-111.9	-91.9	-70.9

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: Within three years, we will increase reclassification rates for our English Language Learners.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	17.13%	18.00%	17%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	20.00%	19.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All students grow a year or more in reading each year as measured by F and P and SRI.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	46.01%	34.60%	39.60%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	45.29%	40.30%	35.30%
K at or above Benchmark	All Kindergarten Students	+5pp	42.15%	47.15%	52.15%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	34.02%	39.02%	44%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

Garfield students do not have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state. Garfield elementary has experienced a high turnover of teachers and a majority of our current staff consists of first or second year teachers.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)			
Theory of Change for Language & Literacy:		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, On Demand Writing, SBAC, SRI).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		-54.2	-70.5
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teacher participated in PLCs facilitated by and instructional coach, grade level planning.					
What evidence do you see that your practices are effective?					
Teachers are selecting focal students during cycles of inquiry; teachers spend time thin-slicing their data to focus on high-leverage instructional strategies; students are beginning to speak & write grounded in evidence from grade-level complex text. Guided reading is providing teachers with real-time data and the regular use of the text-level behaviors are supporting them in identifying targeted skills. Students are goal-setting and beginning to articulate the specific skills they are working on to become an independent reader.					
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.					
Teaching SRI strategies in classes/teacher understanding of SRI, Vertical alignment--skills and content vocabulary, guided reading and small group instruction; targeted in-class intervention for students multiple years below and support approaching grade-level students with intervention partners (SSL, faith network, etc)					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		Within three years, we will increase the overall math proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)			

Theory of Change for Standards-Based Instruction:	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, SMI, SBAC).		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-49.7	-68.9
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Weekly math PLCs with the support of a math instructional coach, Math Cycle of Inquiry and Professional Development, math data analysis.			
What evidence do you see that your practices are effective?			
Evidence of teachers identifying key math vocabulary and creating a math word wall, evidence of student's using sentence frames and math vocabulary when explaining reasoning to solve math problems. Evidence of math trackers posted and goals shared with parents and students.			
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.			
Continue weekly math PLCs with the support of a math coach, continue cycles of inquiry with a math focus.			
18-19 Conditions for Student & Adult Learning Priority:			
June 2021 Conditions for Student & Adult Learning Goal:	Culture & Climate		
	Within three years, we will increase the overall attendance percentages of all our students including subgroups (Low-income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES)		
Theory of Change for Conditions for Student & Adult Learning:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	African American Students	94.7%	57.80%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

Weekly attendance meetings with family advocates, community school manager, attendance clerk, school nurse, principal and assistant principal. During weekly meetings, the attendance team analyzes weekly attendance data and identifies families that need additional support.

What evidence do you see that your practices are effective?

Classes who participated in the attendance challenges showed improvement in overall attendance and a decrease in the number of students who were chronically absent.

What are some possible implications for your 2019-20 SPSA?

Continue weekly attendance meetings, outreach to families in Kinderdargten and newly enrolled students.

18-19 Conditions for English Language Learners Priority:	English Language Development		
June 2021 Conditions for English Language Learners Goal:	Within three years, we will increase reclassification rates for our English Language Learners.		
Theory of Change for Conditions for English Language Learners:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	14.0%	17.13%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Daily ELD instruction in K-5, one 50 minute prep focused on ELD with the support of an ELD instructional coach.

What evidence do you see that your practices are effective?

Daily ELD instruction, use of sentence frames and word walls in classrooms across all content areas.

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.

Continue weekly ELD PLCs. Provide additional PD on assessments and language supports for English Learners in math and reading.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

Adjusted teacher stipends. We changed from an ELD block before school to ELD during the school day

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Garfield Elementary School

School ID: 118

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Culture & 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 School Goal(s):	Increase in California Healthy Children Survey (CHKS) to 50% of students reporting they demonstrate a Growth Mindset on SEL related questions on the CHKS survey.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L3: 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	E1: 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	T4: 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	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	E2: Decrease of number of URFs 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.
1-4	Garfield will provide free breakfast and lunch services to low income students	Principal and leadership team will adjust schedules to include time for 'Breakfast after the Bell'	Low income students will have breakfast in class and teachers will facilitate food distribution each morning

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 (CEOU/Embedded Assessments, SMI, SBAC).
Related School Goal(s):	Within three years, we will increase the overall math proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
---	-------------------------------	----------------------	----------------------------

2-1	T1: 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.	L1: 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.	E1: 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 walk-throughs
2-2	T2: 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.	L2: 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.	E2: 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	T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L3: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	E3: Teachers will participate in a weekly math PLC
2-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	E4: 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"):	Literacy
--------------------------------------	----------

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, On Demand Writing, SBAC, SRI).	
Related School Goal(s):		Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.) All students grow a year or more in reading each year as measured by F and P and SRI.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	T1: 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.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	E1: 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	T2: 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.	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	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

3-3	T3: 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.	L3: 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	E3: Posted class wide data trackers and benchmarks, parents have access to individual student data and benchmarks
3-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	E4: Teachers hold one to one parent meetings and Academic Parent Teacher Team Meetings
3-5	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	E5: Teachers analyze student work and data during PLCs and data conferences with admin and agree upon next instructional steps
3-6	T6: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L6: 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.	E6: Teachers participate in PD and use data and assessments to adjust instruction.
3-7	Garfield will identify and recommend students to participate in EBAYC's and Super Stars Literacy after school program 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.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Language Development
--------------------------------------	------------------------------

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 School Goal(s):		Within three years, we will increase reclassification rates for our English Language Learners.	
Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	T1: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	L1: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	E1: Evidence of scaffolds for English Language Learners including sentence frames and posted vocabulary
4-2	T2: 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.	L2: 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	E2: Teacher and parent complete English Language Learner snapshot during parent-teacher conferences
4-3	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.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 118

School: Garfield Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$210,884.00	After School Education & Safety (ASES)	EBAYC After school program	Goal 5: Students are engaged in school every day.		n/a		n/a		Garfield will identify and recommend students to participate in EBAYC's and Super Stars Literacy after school program based on student goals/progress. Goals will be in alignment with data shared during APTT nights.	118-1
\$500.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	118-2
\$777.00	General Purpose Discretionary	Duplication forms	Goal 2: Students are proficient in state academic standards.	5716	Duplication Service		n/a		Overall support for academic and social-emotional practices	118-3
\$1,582.00	General Purpose Discretionary	Classified Overtime	Goal 2: Students are proficient in state academic standards.	2225	Classified Support Salaries: Overtime		n/a		Overall support for academic and social-emotional practices	118-4
\$4,000.00	General Purpose Discretionary	Maintenance Agreements	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	118-5
\$5,000.00	General Purpose Discretionary	Technology	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		n/a		T2: 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.	118-6
\$8,000.00	General Purpose Discretionary	Translation Services	Goal 6: Parents and families are engaged in school activities.	5826	External Work Order Services		n/a		T4: 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

\$14,000.00	General Purpose Discretionary	Contracts	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		T2: 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.	118-8
\$20,468.00	General Purpose Discretionary	License Agreements	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		T2: 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.	118-9
\$23,479.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-10
\$25,000.00	LCFF Concentration	Additional Day for Psychologist	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-11
\$318.00	LCFF Supplemental	Additional Day for Psychologist	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-12

\$3,000.00	LCFF Supplemental	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a	T4: 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	118-13
\$4,332.30	LCFF Supplemental	Substitutes	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a	T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	118-14
\$5,000.00	LCFF Supplemental	Contracts (Academic Acceleration)	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a	T2: 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.	118-15
\$7,336.00	LCFF Supplemental	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a	n/a	118-16
\$18,000.00	LCFF Supplemental	Teacher Extended Contracts	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a	T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	118-17
\$27,000.00	LCFF Supplemental	Heros	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-18

\$30,000.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-19
\$33,738.00	LCFF Supplemental	ELA TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.30	ELD Coach will facilitate PD on welcoming newcomers, GLAD strategies and integrated ELD.	118-20
\$47,813.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	118-21
\$62,302.00	LCFF Supplemental	SSO	Goal 5: Students are engaged in school every day.	5741	School Security Officer (SSO)		n/a		T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	118-22
\$70,000.00	LCFF Supplemental	EBAYC (Contracts)	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Garfield will identify and recommend students to participate in EBAYC's and Super Stars Literacy after school program based on student goals/progress. Goals will be in alignment with data shared during APTT nights.	118-23
\$82,250.00	LCFF Supplemental	PE Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	118-24
\$86,762.00	LCFF Supplemental	EEIP (Science)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a		T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	118-25

\$30,373.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks			n/a	Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.) All students grow a year or more in reading each year as measured by F and P and SRI.	118-26
\$1,189.00	Title I: Basic	Surplus	n/a	4399	Surplus			n/a	n/a	118-27
\$78,724.00	Title I: Basic	ELA TSA	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4392	11-Month Classroom TSA	0.70	L1: 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.	118-28
\$99,461.00	Title I: Basic	Teacher Instructional Facilitator-Academic Acceleration	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	2019	Teacher Instructional Facilitator 10 Pay		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-29
\$800.00	Title I: Parent Participation	Parent Workshops - data nights	Goal 6: Parents and families are engaged in school activities.	5825	Consultants			n/a	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	118-30
\$2,646.00	Title I: Parent Participation	Supplies -family activities and academic literacy events	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies			n/a	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	118-31

\$44,691.76	Comprehensive Support & Improvement (CSI) Grant	STIP: Provide classroom coverage to allow for unit planning, data analysis meetings to identify areas of growth for target groups (African American students)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	T1: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	118-32
\$34,134.70	Comprehensive Support & Improvement (CSI) Grant	Teacher Extended Contracts/Stipends: Teacher extended contracts to provide additional supports for students before/after school based on reading and math data	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		T1: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	118-33
\$24,300.54	Comprehensive Support & Improvement (CSI) Grant	Intervention Support: support staff to provide math intervention and reading intervention	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a		T1: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	118-34
\$110,000.00	Comprehensive Support & Improvement (CSI) Grant	Additional Teacher -provide instructional support to students performing in below and approaching based on F and P reading data	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	1.00	T1: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	118-35
\$110,000.00	Comprehensive Support & Improvement (CSI) Grant	Newcomer Teacher -provide instructional support to newcomer students with an intentional focus on foundational reading skills	Goal 4: English Learners are reaching fluency.	1120	Certificated Teachers' Salaries: Stipends		n/a	1.00	Classrooms with newcomer students will hold regular community morning meetings to nurture a welcoming environment and help develop and strengthen peer relationships.	118-36



Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Garfield Elementary School agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents’ right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents’ right to participate in the development of the District’s Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Inform parents of their schools participating in the Title 1 program. Explain the requirements of the Title 1 program. Explain parents' rights to be involved in an organized, ongoing, and timely way. Monthly SSC meetings review role of Title 1 funds

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Meeting dates shared with families. Monthly Site English Language Learner meetings, Monthly coffee with the principal and monthly School Site Council meetings. Meeting dates and times posted and robocalls with meeting dates/times.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Send home survey of school priorities.
Review and vote on Title 1 funds during school site council meetings.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC meetings to review the role of Title 1 funds and our site plan.
SELL Meetings review Title 1 funds and their use
Annual Title 1 Night

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC Meetings, Monthly SELL meetings, Title 1 Night, beginning of the year 1 to 1 parent/teacher conferences; Fall and Spring Academic Parent-Teacher Team meetings, Meetings with teacher and principal by request

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Notes to the teacher and notes to the principal available in the office for parents to request meetings outside of standing report card conferences, APTT meetings, and beginning of the year 1 to 1 meetings.

School-Parent Compact

Garfield Elementary School

(Name of school) _____:

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) _____:

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California’s academic content standards
 2. The State of California’s student academic achievement standards
 3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child’s progress

(In the box below, briefly describe or bullet how this happens at your school.)

Families are engaged at Garfield in large group, whole school settings such as Academic Parent-Teacher Team meetings and smaller group/family settings--SSC, SELL, Coffee with the principal, one on one family/teacher conferences to discuss student progress. In each of these settings, the goal is to inform parents about

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Families are engaged at Garfield in large group, whole school settings such as Academic Parent-Teacher Team meetings and smaller group/family settings--SSC, SELL, Coffee with the principal, one on one family/teacher conferences to discuss student progress. In each of these settings, the goal is to inform parents about

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Garfield staff value partnerships with families. At Garfield, we believe that the family is the first teacher and that the classroom teacher is working in collaboration with the home/family to best support the student reach their potential.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

At Garfield, families can get involved in learning about the Title 1 program through SSC, SELL, Title 1 Night or by request to meet and discuss the Title 1 program with teachers or admin.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Notices are sent home to families regularly about SSC, SELL, and other family meetings to engage families in the work being done at school.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

SSC and SELL meetings are primary vehicles to support decisions around the Title 1 program.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Translators are secured for all key meetings to support families that have limited English Proficiency as well as utilizing Language Link, a phone translation service.




Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Garfield School Site Council on (Date) 11/13/18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Garfield's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

11/13/18
(Date)

Garfield Elementary School

1640 22nd Avenue Oakland, CA 94606

Tel: (510) 535-2857

www.ousd.org/garfield

What is a Family School Compact?

A Family-School Compact is an agreement the parents/guardians students and teachers develop together. It explains how families and teachers will work together to ensure all students reach or exceed grade level expectations.

Communicating About Student Learning

Garfield is committed to frequent 2-way communication with families about student learning. In addition to informal meetings by parent/teacher request, we offer 5 mandatory family engagements called our, *Focused Five*.

Focused Five

1 Beginning of Year 1:1 Meeting

2 Report Card 1:1 Meetings

2 Academic Parent Teacher Team (APTT Meetings)

Families as Partners

At Garfield, we offer many ways for families to engage our learning community:

- **Principal's Coffee:** Principal reports on school-wide functions in an open forum for parents. Second Wednesday of the month, 9-10am in Room 210
- **ELAC/SELLC:** Parents and teachers collaborate to improve reclassification rate for our English Learners. Fourth Wednesday of the month from 9-10:15am Room 210
- **Parent Action Team:** Parent and teacher leaders working to improve student achievement.
- **School Site Council:** Parents and Teachers working to improve overall school operations. Second Tuesday of the month from 3:30-5:00pm in Room 210

Teachers, Families and Students – Our Compact

Garfield faculty and families agree that faculty, families and students must work together

in partnership to ensure all Garfield scholars meet or exceed goals for academic achievement .

At School

Individualized, High Quality Instruction: Garfield will individualize learning through:

- Leveled Literacy Instruction
- Blended Learning in Math
- Leveled English Language Development instruction

Teacher initials _____

Regular and Meaningful Communication: Garfield teachers will provide families :

- Opportunities to schedule meetings per parent request
- 3 1:1 Meetings and,
- 2 Academic Parent Teacher Team Meetings (APTT)

Teacher initials _____

Opportunities to volunteer and observe: Garfield teachers will provide families with opportunities to volunteer and/or observe classroom activities.

Teacher initials _____

At Home

Dress Code: I understand that my child must wear a uniform from arrival to departure. The Garfield uniform consists of a white/navy shirt and navy/dark blue pants or jeans.

Parent/Guardian Initials _____

Attendance: I understand that my child must come to *school everyday, on time*. I have read and understand the attendance policy.

Parent/Guardian Initials _____

Parent/Teacher meetings: I or another family member will attend the following *mandatory* meetings: all three 1 to1 Parent/Teacher/Student conferences and both APTT Data nights.

Parent/Guardian Initials _____

Supporting academic goals: I will dedicate ___ hour(s) of quiet time at home for my child to complete homework and other academic activities.

Parent/Guardian Initials _____

Garfield Scholars

The Wildcat Way: I will be Safe, Respectful and Responsible.

Attendance: I will come to school everyday, on time.

Hard Work: I will work hard to complete my homework and read for up to one hour everyday.

Student Initials: _____



2018-2019

School Site Council Membership Roster – Elementary

School Name: Garfield Elementary

Chairperson : Thomas Jakubek
Vice Chairperson: Nikita Williams
Secretary: Katheleen Dawson

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Alicia Arenas	X			
Malia Tayabas-Kim		x		
Nadine Henry				x
Evelynne Cannon Wright				X
Kathleen Dawson		X		
Thomas Jakubek		X		
Nikita Williams			x	
Jamisha Dews				x
Anita Johnson				X
Dung Nguyen				X

Meeting Schedule (day/month/time)	2nd Tuesday of every month
-----------------------------------	-----------------------------------

SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
 3-Classroom Teachers
 1-Other Staff
AND
 5-Parent /Community