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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

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

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

Attachment(s)

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



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

2024-25 School Plan for Student Achievement (SPSA)

School: Garfield Elementary School
CDS Code: 1612596001846
Principal: Alexandra Brandenburg
Date of this revision: 4/9/2024

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/9/2024

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

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/9/2024

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

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

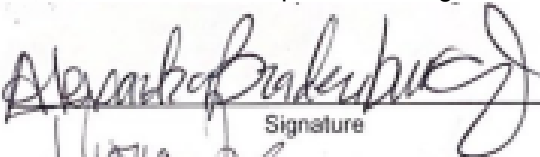



Signatures:

Alexandra Brandenburg
Principal

Thomas Jakubek
SSC Chairperson

Leroy Gaines
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning

	Benjamin Davis 8/15/2024 President, Board of Education	4/9/2024
	Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	04/09/2024
		4/25/2024
		4/25/2024

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

Date	Stakeholder Group	Engagement Description
1/29/2024	Staff Meeting	Budget training and review budget priorities including planned strategies & activities for 2024-25. Documented feedback for ILT review.
2/12/2024	SSC & SELLS combined	Shared rationale and overview of site plan, needs assesment and budget review, approve goals for 24-25.
2/6/2024	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/19/2024	Instructional Leadership Team	Overview Site Plan and Goals
3/25/2024	Staff Meeting	Shared rationale and overview of site plan.
3/12/2024	SSC	Annual SPSA review, strategies & activities, enrollment plan.
4/9/2024	SSC	Review community school plan and SPSA Approval

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

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

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$181,305.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,128,545.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$165,240	LCFF Discretionary (General Purpose Discretionary #0000)	\$22,450
Title I, Part A Parent & Family Engagement (Title I #3010)	\$4,590	LCFF Supplemental (LCFF Supplemental #0002)	\$297,675
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$11,475	After School Education & Safety (ASES) (ASES #6010)	\$264,700
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$270,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$92,415
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$181,305		\$947,240

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,128,545.00
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2024-25 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: 2/12/2024	Board Approval Date: 8/14/2024

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

Purpose of this Plan

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

- Comprehensive Support & Improvement for the following groups: Low Performing

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

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, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.8%	18.1%	57.0%	0.6%	1.6%	18.9%	98.2%	56.0%	2.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.0%	3.0%	16.9%	0.4%	0.0%	0.4%	96.2%	11.5%	85.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
Identified School Need:	<ul style="list-style-type: none"> - Increase the language and literacy proficiency of all students. - In all classrooms 50% of students will meet their typical growth on EOY Reading and Math iReady diagnostic. - Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	29.4%	not available until fall 2024	not available until fall 2025	40.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	25.0%	not available until fall 2024	not available until fall 2025	30.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	39.7%	not available until fall 2024	not available until fall 2025	30.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-113.9	not available until fall 2024	not available until fall 2025	-40.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	49.4%	not available until fall 2024	not available until fall 2025	30.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-93.1	not available until fall 2024	not available until fall 2025	-30.0

i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	25.8%	not available until fall 2024	not available until fall 2025	35.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	9.0%	not available until fall 2024	not available until fall 2025	17.0%

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

School Goal: We will be targeting support for African American and Black and our ELL students in reading.

Identified School Need: Our goal is for 60% of African American/Black students will make typical growth on iReady by EOY.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-161.8	not available until fall 2024	not available until fall 2025	87.0
SBAC ELA Distance from Standard Met	African American Students	-130.3	not available until fall 2024	not available until fall 2025	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	82.5%	not available until fall 2024	not available until fall 2025	67.0%
SBAC Math Distance from Standard Met	Special Education Students	-142.5	not available until fall 2024	not available until fall 2025	-122.5
SBAC Math Distance from Standard Met	African American Students	-115.7	not available until fall 2024	not available until fall 2025	-65.0

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	11.2%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	20.0%

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

School Goal: Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.

Identified School Need:

- Reduce chronic absenteeism for Black and African American students by 50% as measured by end of year data metrics.
- 100% family engagement attendance during our focus 5 events.
- Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline.
- Communicate regularly and develop strong family leadership practices around school priorities

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	53.1%	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	3.3%	not available until fall 2024	not available until fall 2025	0.20%
Out-of-School Suspensions	African American Students	7.7%	not available until fall 2024	not available until fall 2025	0.20%
Out-of-School Suspensions	Special Education Students	2.7%	not available until fall 2024	not available until fall 2025	0.20%
Chronic Absenteeism	All Students	63.9%	not available until fall 2024	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	75.0%	not available until fall 2024	not available until fall 2025	30.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Our school goal is to retain staff that share the linguistic and cultural background of our students and families.				
Identified School Need:	<ul style="list-style-type: none"> - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building. 				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	69.1%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	<ul style="list-style-type: none"> -Standards aligned curriculum and weekly PLCS in Math and ELA -Data analysis and reflection cycles during PLCs and PD -100% of scholars have access to Chrombooks for differentiated i-Ready reading and math lessons - intentional focus on small group instruction in math and reading -90% of scholars have access to internet/computer at home - Morning early literacy block for all grade levels TK-5 - Intervention based in reading and math - Early Literacy Tutors supporting TK-3

LCAP Goal 2:	We will be targeting support for African American and Black and our ELL students in reading.	<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) and the Oakland Public Education Fund as well as university students working on their credential -early lit tutors providing literacy support in each TK and kindergarten classroom - Restorative Justice Facilitator to support students with peer relationships and creating joyful schools for our African American, Black and ELL students.
LCAP Goal 3:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.	<ul style="list-style-type: none"> -Implementation of focus five (2 APTT nights, -Strong MTSS (COST, SST, Culture) team that supports with tiered approach to behavioral and academic support -1 CSM through COVID funds that is helping with family engagement and MTSS -Partnership with EBAYC for 3 family advocates and a managing director of EBAYC that supports with family engagement and attendance. -Families have been able to opt in to virtual or in-person engagement with teacher or monthly meetings (SSC, SELLS, Coffee with Administration) -Spanish translation at all monthly meetings.
LCAP Goal 4:	Our school goal is to retain staff that share the linguistic and cultural background of our students and families.	<ul style="list-style-type: none"> -Weekly professional development for teacher stakeholders focused on school's current Cycle of Inquiry -Staff participate in committees including: ILT, Culture and Climate Team, Safety, Faculty Council - School Site Council - SELLS - Parent Leadership Committee lead by our Managing Director of the Family Resource Center
Goal Area:	School Goal:	Priority Challenges

<p>LCAP Goal 1:</p>	<p><i>If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i></p>	<p><i>Students meeting ""typical"" growth goals, but not ""stretch"" goals at frequency desired. Results not approaching schoolwide priority goals for the year based on midyear results.</i></p> <p><i>22-23 READING MIDYEAR:</i></p> <p><i>i-Ready Reading Diagnostic</i></p> <p><i>Kinder (BOY): 24%, On or Above Grade Level, 75%, One Grade Level Below, 2%, Two or More Grade Levels Below</i></p> <p><i>1st: 10%, On or Above Grade Level, 71%, One Grade Level Below, 19%, Two or More Grade Levels Below</i></p> <p><i>2nd: 17%, On or Above Grade Level, 24%, One Grade Level Below, 59%, Two or More Grade Levels Below</i></p> <p><i>3rd: 14%, On or Above Grade Level, 9%, One Grade Level Below, 77%, Two or More Grade Levels Below</i></p> <p><i>4th: 21%, On or Above Grade Level, 37%, One Grade Level Below, 43%, Two or More Grade Levels Below</i></p> <p><i>5th: 19%, On or Above Grade Level, 9%, One Grade Level Below, 72%, Two or More Grade Levels Below</i></p> <p><i>22-23 MATH MIDYEAR:</i></p> <p><i>i-Ready Math Diagnostic</i></p> <p><i>Kinder (BOY): 7%, On or Above Grade Level, 92%, One Grade Level Below, 2%, Two or More Grade Levels Below</i></p> <p><i>1st: 4%, On or Above Grade Level, 68%, One Grade Level Below, 28%, Two or More Grade Levels Below</i></p> <p><i>2nd: 10%, On or Above Grade Level, 40%, One Grade Level Below, 50%, Two or More Grade Levels Below</i></p> <p><i>3rd: 7%, On or Above Grade Level, 36%, One Grade Level Below, 57%, Two or More Grade Levels Below</i></p> <p><i>4th: 16%, On or Above Grade Level, 39%, One Grade Level Below, 44%, Two or More Grade Levels Below</i></p> <p><i>5th: 17%, On or Above Grade Level, 20%, One Grade Level Below, 63%, Two or More Grade Levels Below</i></p>
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<p><i>LCAP Goal 2:</i></p>	<p><i>We will be targeting support for African American and Black and our ELL students in reading.</i></p>	<p><i>We are still feeling the effects of the pandemic when it comes to absences. Families are keeping their students home at a higher rate than before the pandemic. Students who need additional support are frequently tardy/absent. Recent attendance data for 2022-23 for our African-American students:</i> <i>Satisfactory: 30.2%</i> <i>At Risk: 20.9%</i> <i>Moderate: 26.7%</i> <i>Severe: 22.1%</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</i></p>	<p><i>Our COST team began receiving referrals for scholar support earlier this year and majority of referrals were focused on academic and mental health supports. Therapy/Mental Health intake is greatly impacted due to only having one mental health provider onsite. Families are in attendance to 1:1s meetings with teachers and our school sees low engagement with APPT meetings, where families get to learn strategies to support their scholars academically. These funds will also support translation, refreshments, and parent supplies for parent meetings such as (SSC, parent coffee, SELLS, APTT, etc.) In order to increase parent engagement at APPT, SSC, Principal/Parent Coffee, SELLS meetings we will fund refreshments, parent supplies, and provide translation services.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Our school goal is to retain staff that share the linguistic and cultural background of our students and families.</i></p>	<p><i>Based on CHKS data, 23.2% of Staff stated that they have not made changes to their practice based off Social Emotional Development PD. Garfield has also experienced a high turnover of teachers; 46% of Garfield teachers are new to Garfield and in their 1st-2nd year of teaching. A challenge with data driven instruction include limited sub coverage for data conferences which result in group data conferences and not individual conferences</i></p>

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

School: Garfield Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

One of our goals last year was around reclassification for our English Language Learners. However we lost the ELL reclassification teaching position due to funding so students do not get as much intervention as they previously had in 2022-2023. We will also not have funding to have this position in 2024-2025 so instead we will be creating an instructional schedule that support early literacy in all grade levels.

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

Although end of year assesments have not occurred yet, the site has 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. The support of TSAs in PLCs and Cycles of Inquiry in PD, has proven to be effective in improving teacher practice to reach articulated goals. The tier 1 and tier 2 academic instruction has also improved student outcomes. The growth goals for this school year was realistic and will be similar for the 24-25 school year.

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.

The biggest changes being made are creating more opportunities for students to grow in early literacy so that they goals for 24-25 are more attainable. This will look like changing the instructional schedule to have 45-75 minutes of early literacy dedicated in all grade levels. Additionally, our priority targets have been shared widely (see 1a) to better inform stakeholders of our shared vision for the 24-25 school year. This year we will be funding two positions out of Title 1 that will support our instructional goals and the social emotional well-being of our students. The Restorative Justice Facilitator supports the culture and climate of our school and gives students the tools to grow socially and emotionally while also improving academically. If students are making improvements in their social and emotional well-being they are more able to improve and grow academically. The STIP sub provides intervention in small groups to all students TK-5 in reading and math.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>10-Month Classroom Teacher on Special Assignment (TSA)</p>	<p>i-Ready Math & Reading at or above Mid-Grade</p>	<ul style="list-style-type: none"> - Create and monitor PLC agenda templates; train leads to facilitate - Plan, Facilitate and reflect on Cycles of Inquiry - Support and monitor progress of school-wide curriculum implementation using the OUSD Indicators or IST - Set yearlong instructional goals along with Admin, determine steps for implementation, and progress monitor - Introduce, progress monitor, and evaluate implementation of iReady plan for the year - Help plan, organize and lead annual APTT/Family Math and Literacy Nights - Help plan, monitor, and support SIPPS implementation across grade levels - Engage in 6-9 observations every week so that every grade level gets observed with feedback every 3 2 weeks with content focus changing by trimester - Support leadership development of ILT leads - Provide weekly in-class and afterschool Induction coaching for 1-2 teachers (preferably one) - Support planning, administration, scoring and data analysis of assessments across content areas (CEAs, iReady, and SBAC) 	<ul style="list-style-type: none"> - Based on observation, over half of students have met their "typical" reading stretch goal based on midyear data. - Consistent Coaching from an instructional TSA - Cycles of Inquiry 	<ul style="list-style-type: none"> - Continue Title 1 funding for a TSA because student outcomes are higher when a TSA is leading cycles of inquiry, professional development, and monitoring and supporting year long instructional goals for the school.
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Restorative Justice Facilitator	Student Connectedness to School	Support school community in implementing restorative justice on all three tiers of the multi-tiered system of supports framework. Train all staff and peer Restorative Justice (RJ) leaders in RJ philosophy and practices. Coach teachers as they facilitate circles in their classroom. Support Coordination of Services Team (COST) and Climate & Culture teams.	<p>Our RJ facilitator has facilitated 200+ RJ circles this year. 30 of them have been Tier 3 circles, 100+ have been talk it out circles between 2-4 students.</p> <p>Our RJ facilitator has planned and facilitated culture and climate PD leading 5-10 consultancy protocols to improve culturally responsive teaching.</p>	- Begin to fund this position out of Title 1 funding because students social and emotional well-being is improved when they have restorative justice practices as a tool
STIP	i-Ready Math& Reading at or above Mid-Grade	Provide academic support for students by facilitating ELA and Math intervention groups. Support academic growth by releasing teachers for academic conferences, peer observations, and coaching.	<ul style="list-style-type: none"> - Based on observation, over half of students have met their "typical" reading stretch goal based on midyear data. - Providing coverage for teachers when they are absent so that students are not missing important instruction. - Intervention supports in reading and math 	- Begin to fund this position out of Title 1 funding because students will benefit from small group intervention in reading and math
Book Trust	i-Ready Reading at or above Mid-Grade	Providing all children equitable access to books of choice in order to promote reading motivation and engagement. Improve reading outcomes through book choice and ownership, which creates more motivated readers.	Students have gained a love for reading and have access to books at their grade level. Half of our students have met their typical growth on iReady.	We hope to continue this service next year if funding permits.

AR: Renaissance Products	i-Ready Reading at or above Mid-Grade	AR is used to assist students with reading skills. It is a digital program aiming to help students and teachers manage and monitor independent reading practice in English and Spanish. Students pick a book at their own level and read it at their own pace.	Half of our students in 3rd-5th grade have improved comprehension skills as measured by iReady diagnostic. Not working: The platform is difficult to use and took a long time to get up and running. Half of our students have met their typical growth on iReady.	We will discontinue this service next year.
Children Rising	i-Ready Reading at or above Mid-Grade	Succeeding by Reading and Path2Math interventional tutoring provided to students who are struggling to read or lacking basic math skills.	Students in 2nd and 3rd grade have improved their math and reading scores on iReady due to the tutoring intervention provided by Children Rising.	We hope to continue this service next year if funding permits.
APTT Suplies (Parent Dollars)	Student Connectedness to School	Academic Parent Teacher Team dedicated to improve family school connection in reading and math. 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.	Student outcomes improve when family engagement is high. 80% of families attended APTT night and gained insight into their students reading and math data.	We hope to continue this service next year if funding permits.
Chromebooks	i-Ready Math& Reading at or above Mid-Grade	1:1 requirement for all students to have a chromebook at school. Improved access to technology benefiits students reading and math scores because iReady assessment is done on the computer.	Half of our students have met their typical growth on iReady.	We have enough chromebooks to meet the 1:1 requirement

Headphones and Projectors	i-Ready Math& Reading at or above Mid-Grade	Headphones support students when they engage on their computer so they can listen to iReady lessons. Projector screens support visual aids for students.	Half of our students have met their typical growth on iReady.	We have enough headphones and projector screens to meet the 1:1 requirement
Classroom Supplies	Student Connectedness to School	Classroom supplies to support student engagement.	Half of our students have met their typical growth on iReady.	We hope to continue this service next year if funding permits.
FRC Printer (Parent Dollars)	Student Connectedness to School	Support family engagement in our school. The printer provides support for parent packets, parent flyers, and encouragement for parents to be a part of our community.	Student outcomes improve when family engagement is high.	We will not need to continue this funding

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

School:	Garfield Elementary School	SCHOOL ID:	118
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal: If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.

Identified Need:

- Increase the language and literacy proficiency of all students.
- In all classrooms 50% of students will meet their typical growth on EOY Reading and Math iReady diagnostic.
- Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY

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

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

School Goal:		We will be targeting support for African American and Black and our ELL students in reading.		
Identified Need:		Our goal is for 60% of African American/Black students will make typical growth on iReady by EOY.		
#	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.

School Goal:		Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.		
Identified Need:		<ul style="list-style-type: none"> - Reduce chronic absenteeism for Black and African American students by 50% as measured by end of year data metrics. - 100% family engagement attendance during our focus 5 events. - Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities 		
#	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

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

School Goal:	Our school goal is to retain staff that share the linguistic and cultural background of our students and families.
Identified Need:	<ul style="list-style-type: none"> - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

#	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 Instructions & resources				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	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 Stages of ELD Implementation Self-Assessment				
#	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 2024-25 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
2225 - Classsuppt Salaries Overtime	\$2,000	LCFF Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-1
1120 - Teachers Salaries Stipends	\$2,000	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-2
5610 - Equip Maintenance & Repairs	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-3
4310 - Materials and Supplies	\$13,450	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-4

PROPOSED 2024-25 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor	\$10,714	LCFF Supplemental	2905	Other Classified Salaries	9008	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-5
Noon Supervisor	\$11,222	LCFF Supplemental	2905	Other Classified Salaries	1754	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-6
Noon Supervisor	\$11,237	LCFF Supplemental	2905	Other Classified Salaries	2330	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-7
Noon Supervisor	\$11,237	LCFF Supplemental	2905	Other Classified Salaries	9007	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-8
Teacher STIP	\$35,314	LCFF Supplemental	1105	Certificated Teachers' Salaries	9655	STIP Teacher	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-9
TSA Classroom 10Mos	\$39,584	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7387	10-Month Classroom Teacher on Special Assignment (TSA)	0.3	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		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.	118-10

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$49,603	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Targeted incentives and check in check out programs to improve attendance for African American Students.	118-11
Attendance Specialist Bil	\$50,873	LCFF Supplemental	2205	Classified Support Salaries	2325	Attendance Specialist, Bilingual	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Targeted incentives and check in check out programs to improve attendance for African American Students.	118-12
Teacher STIP	\$77,892	LCFF Supplemental	1105	Certificated Teachers' Salaries	679	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	118-13
4399 - Unallocated	\$2,614	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	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.	118-14
Teacher STIP	\$53,738	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9655	STIP Teacher	0.6	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	118-15

PROPOSED 2024-25 SCHOOL SITE BUDGET

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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
Restorative Justic Facilitator	\$108,888	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	8670	Restorative Justice Facilitator	0.8	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Student Affinity Space: African American Male Achievement and African American Female Excellence Peer Groups for TK-2 and 3-5	118-16
4399 - Unallocated	\$590	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	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.	118-17
1120 - Teachers Salaries Stipends	\$1,000	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	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.	118-18
4312 - Parent Engage Refreshments	\$1,000	Title I, Part A Parent & Family Engagement	4312	Parent Engage Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	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.	118-19

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$2,000	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	118-20
1120 - Teachers Salaries Stipends	\$1,000	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	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.	118-21
4399 - Unallocated	\$10,475	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Family Engagement: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	118-22
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	118-23
5100 - Subagreements For Services	\$239,700	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	118-24

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
7310 - Indirect Cost	\$5,775	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		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.	118-25
4310 - Materials and Supplies	\$9,452	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		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.	118-26
TSA Classroom 11Mos	\$138,994	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	4392	11-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.		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.	118-27
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		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
Restorative Justice Facilitator	\$27,222	California Community Schools Partnership Program	2205	Classified Support Salaries	8670	Restorative Justice Facilitator	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		African American Male Achievement and African American Female Excellence peer groups organized and facilitated with the support of our restorative justice facilitator.	118-29

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	\$100,370	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8667	12-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	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.	118-30
5825 - Consultants	\$142,408	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Collaborate with EBAYC to ensure that Garfield has a functioning family resource center.	118-31
Teacher Education Enhancement	\$12,745	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.1	Goal 1: All students graduate college, career, and community ready.		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.	118-32
4310 - Materials and Supplies	\$15,947	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Student Affinity Space: African American Male Achievement and African American Female Excellence Peer Groups for TK-2 and 3-5	118-33
Teacher Education Enhancement	\$63,724	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.		Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-34

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		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.	118-35
TSA Classroom 10Mos	\$137,451	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.		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.	118-36
Library Technician	\$85,387	Measure G, Library Support	2205	Classified Support Salaries	9093	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		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.	118-37



School-Parent Compact

Garfield Elementary School

2023-2024

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 2023-2024 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) VIP Parent Team: Grade-level Parent representatives that will support engaging other parents and providing guidance on other school-related programming
 - v) Field Trip volunteers: When allowed, families will support the learning and safety of scholars.
 - vi) 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.
- 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 08, 2023, and will be in effect for the period of August 8, 2023 to July 31, 2024.

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

Alex Brandenburg

Date: 08/08/2023



Title I, Part A School Parent and Family Engagement Policy

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

Garfield Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

- 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 8, 2023 and will be in effect for the period August 8th 2023 through July 31st, 2024.

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 8th, 2023

 **23-24 Garfield Elementary School-Parent Compact**



GARFIELD ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Tom Jakubek
Vice Chairperson:	Maurina Kirkland
Secretary:	Norma Ventura

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"/>	
Angela Jones	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tom Jakubek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Maurina Kirkland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Norma Ventura	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Lorena Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
John Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Deprece Bonilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Lisa Lim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Aramesha Burrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	2nd Tuesday of the Month
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SSC Legal Requirements (EC Sections 65000-65001):

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

