OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
            Allen Smith, Chief of Schools
            Vernon Hal, Senior Business Officer
            Ruth Alahydoian, Chief Financial Officer
            Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Garfield Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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, 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 to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

> ➢ Title I
> ➢ After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Garfield Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School:	**Garfield Elementary School**
CDS Code:	1612596001846
Principal:	Nima Tahai
Date of this revision:	6/10/2015

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact Person:	Nima Tahai	**Position:**	Principal
Address:	1640 22nd Avenue	**Telephone Number:**	510-535-2860
	Oakland, CA 94606	**Email Address:**	nima.tahai@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

School Site Name: Garfield Elementary School

Site Number: 118

[x] Title I Schoolwide Program

[x] Local Control Funding Formula (LCFF) Base Grant

[ ] School Improvement Grant (SIG)

[ ] Title I Targeted Assistance Program

[x] LCFF Supplemental Grant

[ ] 21st Century

[x] After School Education & Safety Program (ASES)

[x] LCFF Concentration Grant

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:
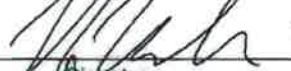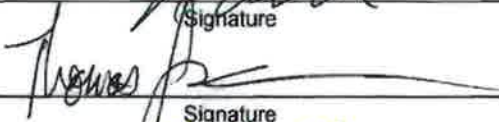
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single 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 Single 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: 5/14/15, 4/28/15, 4/16/15, 3/12/15, 2/12/15

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

[X] Fliers in students' home languages

[ ] Announcement at a public meeting

[X] Other (Notices and Media Announcements)
Robo-calls

Signatures:

Nima Tahai
Print name of School Principal

Signature — Date 5/28/15

Thomas A-Jakubek
Print name of SSC Chairperson

Signature — Date 5-28-15

Sandra Aguilara
Print name of Network Superintendent

Signature — Date 6-4-15

Susana Ramirez
Susana Ramirez, Director, State & Federal Programs

Signature — Date 6-4-15

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/15/2015	SSC and Community	Meeting to review the district financial commitments and different budget categories
2/4/2015	Staff and Community	Survey shared with staff and parent community to identify priorities for 2015-2016, information gathering for the site plan 2015-2016
3/9/2015	ILT	ILT discussed academic progress made in 2014-2015 and agreed on academic priorities for 2015-2016
3/12/2015	School Site Council	SSC discussed and developed agreements for the school site plan 2015-2016
4/16/2015	School Site Council	SSC discussed and developed agreements for the school site plan 2015-2016
Monthly (2nd Friday Morning)	EL Committee (ELAC)	Meetings to discuss reclassification and data as it relates to English Learners, which informed the ELD prioritiy for improvement part of our plan
Monthly (2nd Wednesday night)	Parent Action Team	Meetings to discuss our progress with blended learning and next steps as it relates to our blended learning prioirty for improvement part of our plan

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Base #0000**	$102,375.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$248,385.08	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$25,000.00	TBD
After School Education and Safety Program (FTE Only) **… ASES #6010**	$193,564.59	TBD
TOTAL:	**$569,324.67**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$122,065.53	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$3,047.79	TBD
School Improvement Grant **… SIG Resource #3180**	$0.00	TBD
21st Century Community Learning Centers (FTE only) **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$125,113.32**	**$0.00**

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1:   **Literacy**

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✔ 1. College & Career Readiness (LCAP Goal 1)
- ✔ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
-    3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✔ 4. Student Engagement (LCAP Goal 5)
- ✔ 5. Parent/Family Engagement (LCAP Goal 6)
-    6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

• MAIN SCHOOL GOAL: Increase by 10 percentage points the percent of students (2nd-5th grade) reading at or above grade level as measured by SRI. Reach goal is 15% increase.

• RELATED SCHOOL GOAL: DECREASE School-wide (2nd-5th grade) the percent of 2nd-5th graders demonstrating reading performance at multiple years below.

• RELATED SCHOOL GOAL: INCREASE Percent of 2nd graders dermonstrating reading performance at or above grade level. This is a measure of how effective our literacy work is in Kindergarten and 1st grade.

• RELATED SCHOOL GOAL: DECREASE Percent of 2nd grades demonstrating reading performance at multiple years below grade level. This is a measure of how effective our literacy work is in Kindergarten and 1st grade.

STUDENT GOAL TARGET(S) for Improvement Priority #1

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
SRI	MAIN SCHOOL GOAL: INCREASE School-wide (2nd-5th grade) the percent of scholars demonstrating reading performance at or AT OR ABOVE grade level.	2nd - 5th Grade: At/Above: 11%	2nd - 5th Grade: At/Above: 21%	2nd - 5th Grade: At/Above: 31%
SRI	RELATED SCHOOL GOAL: DECREASE School-wide (2nd-5th grade) the percent of 2nd-5th graders demonstrating reading performance at MULTIPLE YEARS BELOW grade level.	2nd - 5th Grade: Mult. Yrs. Bel: 75%	2nd - 5th Grade: Mult. Yrs. Bel: 50%	2nd - 5th Grade: Mult. Yrs. Bel: 40%

SRI	RELATED SCHOOL GOAL: INCREASE Percent of 2nd graders dermonstrating reading performance AT OR ABOVE grade level. This is a measure of how effective our literacy work is in Kindergarten and 1st grade.	2nd Grades: At/Above: 0%	2nd Grades: At/Above: 20%	2nd Grades: At/Above: 40%
SRI	RELATED SCHOOL GOAL: DECREASE Percent of 2nd grades demonstrating reading performance at MULTIPLE YEARS BELOW grade level. This is a measure of how effictive our literacy work is in Kindergarten and 1st grade.	2nd Grades: Mult. Yrs. Bel: 75%	2nd Grades: Mult. Yrs. Bel: 50%	2nd Grades: Mult. Yrs. Bel: 40%

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
School Wide (2nd-5th grade) students reading AT OR ABOVE grade level (as measured by SRI)- From Fall 2013 was 2%, to Fall 2014 was 11%. This indcates a 9% increase in the number of scholars reading AT OR ABOVE grade level in 2nd-5th grade. An indicator that our adoption of Reader's Workshop model in Fall 2012 is moving our data in the right direction.	Based on SRI 2nd grade results from the beginning of the year - 0% of Garfield 2nd graders started the 2014 school year reading AT OR ABOVE grade level. This is a measure of how effective our literacy work is in Kindergarten and 1st grade. Garfield does not have SRI comparative data from Fall 2013.
School Wide (2nd-5th grade) students reading MULTIPLE YEARS BELOW grade level (as measured by SRI) - From Fall 2013 was 92%, to Fall 2014 was 75%. This indcates a 17% decrease in the number of scholars reading multiple years below grade level. We know that in order to increase our overall proficiency, we need to see a significant decrease in the number of our scholars that are multiple years below grade level.	Based on SRI 2nd grade results from the beginning of the year - 90% of Garfield 2nd graders started the 2014 school year reading MULTIPLE YEARS BELOW grade level. This is a measure of how effictive our literacy work is in Kindergarten and 1st grade. Garfield does not have SRI comparative data from Fall 2013 to evaluate if this is an increase or decrease from the previous year.
Qualitative: Garfield has devleoped a PLC coaching infrastructure, allowing teachers two times a week PLC lesson planning and data analysis time led by a literacy coach (K-2, 3-5)	

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well we

are implementing these practices?

Overall analysis statement - Since the adoption of the Reader's Workshop literacy model in the Fall of 2013, Garfield has made almost 10% increase instudent literacy proficiency, while also seeing an almost 20% reduction in scholars multiple years below grade level. There is evidence that our current shift in literacy practices are much more effective in producing accelerated growth for our scholars. If we stay the course with our existing strategies, we have evidence that we should continue to see accelerated and double digit growth in our liteacy proficiency outcomes.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Overall analysis statement - There is evidence that, while Garfield is doing a better job of teaching literacy to 2nd-5th grade students and accelerating growth in 2nd-5th garde, we HOWEVER are noting that Garfield's literacy instruction in Kinder and 1st grade is not yet producing the outcomes we need to ensure our scholars are performing on grade level and on the path to achieving our vision of being prepared for college. Garfield needs to work with the district to identify a stronger and more differentiated literacy curriculum, especially around phonics and early literacy skills. At our site we have scholars entering Kindergarten who have Pre-K and TK experience, while other scholars enter Kindergarten with no previous schooling. We need to find ways to accelerate the growth of scholars that enter Kindergarten without previous schooling and the foundational skills necessary to meet Kinder benchmarks.

MAJOR IMPROVEMENT STRATEGY #1

Implement key elements of Balanced Literacy, specifically quality mini-lessons and Reading & Writing Workshops, with a focus on opportunities for differentiation and individual student support (as demonstrated by guided reading, conferring, blended learning model).

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
All Kinder-5th grade teachers implementing Reader's Workshop aligned to the common core state standards. (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	Weekly walk-through with literacy coach and Principal to progress monitor literacy coach priority areas, progress monitor teacher development and provide feedback on strategy and coaching for literacy coach to identify PD needs and individual support, with particular attention to teaching practices that support EL students and AA students.	2-3 times a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned for Reader's and Writer's workshop, time dedicated to guided reading in Kinder-2nd grade and conferring in K-5.
All Kinder-5th grade teachers implementing Writer's Workshop (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	Weekly check-in with literacy coach and Principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices that support EL students and AA students.	Pull-out intervention block staggered by grade level for Intervention to pull lowest readers - using SIPPS and LLI. Pending funding source.
Kinder-2nd grade focus on guided reading during centers time. (1B.1 - using student data to inform instruction)	Organizing data nights to focus on parent education around Reader's Workshop (APTT 2-3x/year) Focused on helping parents understand - what is the grade level standard (or F+P expectation for the end of the year), where is the scholar currently performing, and what can the parents do at home to help.	Weekly observation/feedback for each teacher with literacy coach

All Kinder-5th grade teachers focus on conferring during independent reading time after Reader's Workshop Mini lesson) (1B.1 - using student data to inform instruction)	Organizing volunteer day to focus on leveling classroom libraries (Project Peace half day4x/year)	Focusing Parent Engagement data nights on literacy and our book send home system for scholars to read an hour at home
3rd-5th grade implementing AR quizzes and goals to progress monitor (3D.3 - students self monitoring progress)	Ongoing data progerss monitoring - SRI progress monitoring given 5-6 times/year to make sure we are on track and making progress. Leading ILT in analyzing SRI data. Particular attention to ELs and AAMs. Sharing data with parent leadership structures- including but not limited to SSC.	AR quizzes in 3rd-5th grade to monitor student reading. 4th/5th grade goal of 5.0 points per week and weekly/monthly celebrations of students meeting those goals. Aligned to Richard Allington's research that scholars need to be reading 2+ hours a day to meet literacy growth goals.
In the Spring of 2015 the school will be piloting, monitoring and evaluating the effectiveness of RIME MAGIC as a curriculum supplement to phonics and early literacy work of our existing OPEN COURT curriculum. Our pilot of this curriculum in the Spring of 2015 will determine if we continue implementaiton in the 2015-2016 school year. (this is also pending district adoption of a different word work/early literacy curriculum for 2015-2016).	Leading 3-4x/year data meetings in grade levels around literacy data. Particular attention to ELs and AAMs.	Funding priority - making sure classroom libraries are robust and continue to be re-stocked- making sure teachers have materials for centers, etc.
In the Spring of 2015 the school will be piloting, monitoring and evaluating the effectiveness of the ISTATION adaptive technology early literacy program for Kinder-2nd Grade as a curriculum supplement to phonics and early literacy work of our existing OPEN COURT curriculum. Our pilot of this curriculum in the Spring of 2015 will determine if we continue implementaiton in the 2015-2016 school year. (this is also pending district adoption of a different word work/early literacy curriculum for 2015-2016, and Garfield's ongoign learning as an NGLC school site).	Working with community to continue to prioritize funding for literacy coaching (K-2 and 3-5) and developing a partnrship with Teacher's College to help make Garfield a model/lab school for the district and placing a premium on teacher planning, support and development. Funding for and creating the PLC structures and prep time to support teachers to meet 2-3 times a week with grade level PLCs to support planning and implementaiton of literacy priorities outlined in teacher practices.	Aligning literacy goals/plannign with our EBAYC after school program - with a focus on providing TIME for scholars to read books on grade leve and opportunities for scholars to take AR quizzes to meet their weekly and monthly goals.

In the Spring of 2015 and headed into the 2015-2016 school year, Garfield teachers (with the support of literacy coaches) will be exploring how to differentiate the word study and early phonics work in Kinder, 1st and 2nd grade classrooms. We have improved our data collection skills with BPST for every Kinder-2nd grade scholar, we are now working to determine how to use that data to differentiate our phonics instruction (centers, rotations, the role fo technology?) We will continue to explore a model of implentation in the Spring of 2015, with hopes to pilot or laucn during the 2015-2016 school year.	Working with district literacy coaches to continue providing walk-through and coaching support to Garfield coaches and teachers - establish mini-round around problems of practice to learn from the best thinking aound the district and network partner and district literacy coach to make sure there are others helping us problem solve literacy challenges.	The school will hire additional noon supervisors to ensure that students are safe on the yard and make sure that when students return to class they have had a safe activity on the yard that allows them to focus on learning in the classroom
All Garfield students, Kinder-5th grade will experience Literacy development through science instruction with a literacy/science specialist once a week.	Continue to explore ways where techology will support our literacy practices - ongoing implelentaiton and systems creation around Accelerated Reader as an accountability tool and student celebration tool. Exploring a Kinder-2nd grade literacy support program to improve literacy outcomes for scholars in Kinder-2nd.	
	Continue to explore and coordinate literacy celebrations throughout the school to help staff, scholars and families celebrate literacy growth and effort - started monthly assemblies in 4th/5th grade in 2014-2015, exploring expanding to Kinder-5th grade in 2015-2016.	
	Coaches will work with teachers to unpack common core state standards to see alignment with Lucy Calkins units of study to ensure that content is taught through the literacy block.	

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

• SCHOOL MAIN GOAL: Increase by 10% the reclassification rate from the prior year.

• RELATED SCHOOL GOAL (INCREASE): Students (K-3rd) will move one English language proficiency level as measured by ADEPT

• RELATED SCHOOL GOAL (DECREASE): Percentage of students that do not show progress moving from Intermediate for at least two consecutive school years (1st-3rd) by 10%.

• RELATED SCHOOL GOAL (INCREASE): Percentage of students moving from Intermediate level to Early Advanced proficiency level in 3rd grade by 10%.

• RELATED SCHOOL GOAL (DECREASE): Decrease by 10% the percentage of students at risk of becoming long term ELLs in 4th and 5th grade

STUDENT GOAL TARGET(S) for Improvement Priority #2

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
CELDT level	SCHOOL MAIN GOAL: Increase by 10% the reclassification rate over the prior year.	14.70%	15.90%	17.40%
Other	SCHOOL RELATED GOAL: Increase students moving one English language proficiency level per school year.	Working with EL department to identify baseline	Working with EL department to determine target	Working with EL department to set target.

Other	SCHOOL RELATED GOAL: increase percentage of students moving from intermediate level to early advanced proficiency level in 3rd grade as measured by ADEPT	42% of 3rd graders at Intermediate level	By February 2015, 28% of 3rd graders at Intermediate level. 14% moved from Intermediate to Early Advanced. End of year goal: 16%	17%
Other	SCHOOL RELATED GOAL: . Decrease the percentage of students not showing progress from intermediate for at least two consecutive years, especially students in 2-3rd grade as measured by ADEPT and CELDT	No Data collected	No target set - gathering data	Target will be set at the end of 14-15 school year, using data collected in spring 2015.
CELDT level	SCHOOL RELATED GOAL: Decrease by 10% the percentage of students at risk of becoming long term ELLs in 4th and 5th grade	21% of students in 4th and 5th grade at risk	11% of student in 4th and 5th grade at risk.	Reduce by 10% from the previous year

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
ELD instruction is taking place regularly from K-3rd grade for at least 4 times a week and for 30 minutes.	Implementation is in place but the quality of instruction needs to be refined.
All K-3rd teachers are implementing the Systematic ELD program. Most of the teachers have been trained and attendend the syseld institute.	Even though lessons are more organized and planned around a theme, some teachers still struggle to create clear objectives for ELD and deliver comprehensive lessons with structured oral language practice as a main focus.
All students from K-3rd are grouped by proficiency level during ELD based on the ADEPT assessment done twice a year	Transition from regular teacher to an ELD teacher for only 30 minutes a day does is challenging for students and teachers in order to establish a strong relationship. Classroom management is a problem in some ELD classes and it interferes with instruction.
Grade level teams K-3rd meet with ELD coach for planning time and coaching for an hour every 2/3 weeks.	As within a grade level all teachers teach a different proficiency levels, it is not easy for the coach to differentiate and completely support the planning. Teachers need more individualized guidance and planning time.

ADEPT assessment is used to assess student language proficiency progress together with the yearly CELDT	Teachers need more practice and time to use ADEPT data to plan and/or modify instruction according to students' needs. The syseld program does not totally align with the ADEPT or the CELDT.

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well we

are implementing these practices?

Overall analysis statement - Since the hiring of an ELD coach and modification of the PD calendar at the beginning of the school year 2014-15, we have given K to 3rd grade level teams PD planning time for ELD on Wednesdays, we have observed more structured language practices in place, consistency in the delivery of the lessons, and student language progress. ELLs' progress, as measured by ADEPT, from K-3rd grade is monitored and tracked and students have the opportunity to move proficiency levels twice a year. We have observed considerable growth from the beginning of the year until the middle of the year so far. ELLs from 2nd to 5th grades who were close to meet the reclassification requirements for this school year were also closely monitored. Parents and teachers were notified so that they could support students to achieve this important goal as ELLs. This process has notably increased the awareness about the reclassification process and its significance among our staff and families.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Overall analysis statement- Even though there is evidence that we are doing a better job at Garfield supporting our ELLs, there is still evidence that shows that designated ELD instruction needs to be refined and tightened. Moreover, integrated ELD strategies and language focused practices are not present during the other types of instruction such as Math in order to support ELLs throughout the school day. We need to revisit the ELD planning time and coaching support as well as to find ways to integrate ELD practices and strategies in all areas of instruction.

MAJOR IMPROVEMENT STRATEGY #2

Incorporate both clear daily objectives and more structured language practice in the ELD lessons. Moreover, integrate ELD strategies in different areas of instruction in order to support ELLs throughout the school day.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Teachers in K-3rd grade will implement Systematic ELD curriculum during designated ELD time	ELD coach will meet with teachers in Kinder-3rd grade at least twice a month for planning sessions. Coach will observe teachers weekly and continue to provide feedback.	Teachers will have time to meet and plan to create quality lessons that meet the students language needs.
Teachers will teach ELD for 40 minutes 4 times a week	Provide small group or individualized planning support to plan for 40 minute lessons.	Revisit daily instructional schedule to include the daily extra 10 minutes to our 30 minute exisiting ELD lessons
Provide instruction following the Structured English Immersion Model	Provide support and coaching on familiarity and implementation of the SEI model.	Explore and observe schools that have a strong SEI model to learn best practices

Become familiar with student data in terms of language proficiency levels and language needs.	Provide data and opportunities for teachers to observe, analyze, and plan using student data. Provide support on how to plan lessons using ADEPT, CELDT and classroom observations data	Create an assessment calendar and schedule for ADEPT and CELDT.
Communicate to families what it means to be an ELL and explain the reclassification process as well as share data about the student language proficiency and progress during parent-teacher meetings and report card conferences	Provide data reports and support teachers with parent communication. Continue to inform parents during school committees' meetings	Include information about 'what it means being an ELL', and the reclassificationprocess in the 'welcoming families' session'. Especially for parents whose children are ELLs and are new to the education system.
Monitor closely, students who are close to reclassification.	Provide updated data for reclassification (CELDT and SRI or DIBELS) to teachers. Facilitate meetings with the teacher and the parent to create goals for the students who are close to achieve reclassification.	Acknowledge the students who have achieved reclassification and organize a celebration at the end of the school year
		Benefits for staff paid for out of LCAP Supplemental
		Teacher sub release time for assessments
		Benefits for staff paid for out of LCAP Concentration
		School Psychologist to support with SSTs and student mental health coordination of services
		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 kindger academics, health and attendance.
		Garfield will host an after school program for 1st-5th graders, partnering with EBAYC, focused on math homework support and independent reading time.

MAJOR IMPROVEMENT PRIORITY #3:	Blended Learning

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✔ 1. College & Career Readiness (LCAP Goal 1)
- ✔ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
-   3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✔ 4. Student Engagement (LCAP Goal 5)
- ✔ 5. Parent/Family Engagement (LCAP Goal 6)
-   6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

• Garfield Elementary will adopt a blended learning approach (utilizing technology as well as direct teacher instruction) to support students increase proficiency in reading, math and english language development.

• Garfield scholars will build computer technology proficency skills, as measured by all 5th graders typing 25 words per minute with 90-100% accuracy.

• Garfield scholars will build math proficiency, as measured by Garfield scholars completing 70% of the STmath curriculum by April 2016.

• Garfield scholars will build literacy proficiency, as measured by 100% of 3rd-5th grade scholars taking weekly AR quizzes to monitor reading progress and 100% of Kinder-2nd grade scholars using an adaptive technology literacy based program to provide opportunities for intervention and mastery of Kinder-2nd grade literacy standards.

• Garfield Elementary will increase the number of scholars accessing technology at home, as measured by reducing by 20% our number of families that indicate they do not have computers or internet in a beginning of the year survey.

• Garfield "new comer" scholars will build English Language proficiency, as measured by 100% of "newcomer scholars" accessing adaptive technology language based program to provide opportunities for intervention and mastery of the English Language.

STUDENT GOAL TARGET(S) for Improvement Priority #3

Indicators for Student Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Other	Garfield Elementary will adopt a blended learning approach (utilizing technology as well as direct teacher instruction) to support students increase proficiency in reading, math and english language development. AS MEASURED BY: Blended Learning Participation Rates, Kinder-5th grade.	0% of all students	33% of all students (4th/5th grade math)	100% of all students (Kinder-5th grade math or literacy)

Other	Garfield scholars will build computer technology proficency skills, as measured by all 5th graders typing 25 words per minute with 90-100% accuracy. AS MEASURED BY: Typing Club program assessment of accuracy and WPM. (4th grade indicator goal of 20 words per minute with 90-100% accuracy, 3rd grade indicator goal of 15 words per minute with 85-90% accuracy).	0% accuracy and 0 words per minute	80% of 5th graders can type 10-15 words per minute with 85-100% accuracy.	90% of 5th graders can type 20 words per minute with 90-100% accuracy.
Other	Garfield scholars will build math proficiency. AS MEASURED BY: Garfield scholars (Kinder-5th grade) completing 70% of the STmath curriculum by April 2016.	0% STmath curriculum completion	20% course completion (Kinder-5th grade)	70% course completion (Kinder-5th grade)
Other	Garfield scholars will build literacy proficiency. AS MEASURED BY: 100% of 3rd-5th grade scholars taking weekly AR quizzes to monitor reading progress and 100% of Kinder-2nd grade scholars using an adaptive technology literacy based program to provide opportunities for intervention and mastery of Kinder-2nd grade literacy standards.	100% of 4th/5th graders taking weekly AR quizzes, 0% of 3rd graders. 0 % of Kinder-2nd grade using adaptive literacy technology	100% of 4th/5th graders taking weekly AR quizzes, 80% of 3rd graders. 15% of Kinder-2nd grade using adaptive literacy technology (piloted Istation)	100% of 3rd/4th/5th graders taking weekly AR quizzes. 100% of Kinder-2nd grade using adaptive literacy technology (program TBD)
Other	Garfield Elementary will increase the number of scholars accessing technology at home. AS MEASURED BY: reducing by 20% our number of families that indicate they do not have computers or internet in a beginning of the year survey.	N/A - did not survey	N/A - did not survey	Reduce by 20% the number of families that indicate they do not have computers on a beginning of the year survey.

		0% of "newcomer students" accessed adaptive tech for language based support / intervention	80% of "newcomer students" will access adaptive tech for language based support / intervention (Imagine pilot with EL dept.)	100% of "newcomer students" will access adaptive tech for language based support / intervention (program TBD - pending Imagine pilot)
Other	Garfield "new comer" scholars will build English Language proficiency. AS MEASURED BY: 100% of "newcomer scholars" accessing adaptive technology language based program to provide opportunities for intervention and mastery of the English Language.			

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
In 2014-2015, Garfield established a tech infrastructure - updated computer lab through Roger's Family Grant, purchases 6 chromebook carts, and 8-10 chromebooks for all classrooms with lockers. Access to computers is available in all rooms - significant groth from 2013-2014 when the school had not working computer lab and only 2 chrombook carts.	While we have made progress with infusing technology throughout the school, we need to identify funding to get to our school goal of 1 to 1 chromebooks - meaning we want 1 chromebook available for every student in the school. We currently have 6 chromebook carts that provices 6 classrooms with 1 to 1 capability - we need to identify funding to purchase more chromebooks.
In 2014-2015, Garfield established a technology prep that provides a guaranteed 50 minutes of technology time for all students - Kinder, 1st and 2nd grade are doing STmath, 3rd-5th grade students are doing typing club. In 2014-2015, Garfield was awarded a Next Genereration Learning Grant (NGLC) - Garfield will be a part of a cohort of schools focused on developing a vision for blended learning throughout the school.	While we have made progress with significnatly increasing the minimal amount of time each scholar spends on technology, our area of growth is developing a clear vision around our goals to be a full Blended Learning site. We cannot rely on a model of the students doing technology in a computer lab, rather we need to support our teachers to have technology supplement learning during the entire school day in all subject areas. We plan to do this in our NGLC partnership work, and plan to apply for an NGLC implementation grant in 2015-2016.
In 2014-2015, Garfield piloted STmath curriculum, providing all students access to STmath at school and at home - 4th/5th grade participated in a blended learning model of STmath, 3rd grade had once a week 60/minute block, and Kinder-2nd grade had STmath accessed durign centers time. As of the end of February we had completed 20% of the STmath curriculum (goal is 70% by April)	While we have made progress with rolling out STmath and providing all students access ot the program, we are not compelting enough of the program to know the full impact. STmath suggests we get to 70% course completion by April - we are not on track to meet this goal, in fact we are only on track to get to 40 to 45% course completion. We need to further explore how to get families on the program at home, increase the amount of time all scholars have access to the program at school and utilize our after school partners.

In 2014-2015, Garfield established an accountability system for independent reading in 3rd-5th grade using AR quizzes - all classrooms have access to chromebooks that students use for these assessments. In Spring 2015, Garfield begain a pilot if Istation literacy program to provide additional support to Kinder-2nd grade students on early literacy/phonics skills - this pilot will inform if Istation will be used as the adaptive technology literacy support for K-2 in 2015-2016 (refer to literacy improvement area for data on current Kinder-2nd literacy data indicators and why this is a focus area).	Garfield is in a pilot phase to identify a strong Kinder-2nd literacy supplement program. The school needs to identify an early literacy adaptive based program that will supplement the literacy needs in Kinder-2nd grade. We are exploring to learn about schools using adaptive techonolgy as a supplement/intervention to literacy instruction. We are piloting Istation in Spring 2015 and will be visiting other school sites including Rocketship in April 2015.
In 2014-2015, Garfield began a pilot of the "Imagine" program, focused on supporting "newcomer" English Learners. This program will start in April 2015 and the school will monitor implementation to determine adoption of this program as a supplement to ELD instruction for 2015-2016.	Garfield does not yet have a clear "newcomer" support program. We are piloting the Imagine program in partnrship with the OUSD EL department to determine if the "imagine" program can serve as an intervention/supplement for our "newcomer" students that need extra support to build their English Language skills.
In 2014-2015, Garfield partnered with the district technology department to offer an online literacy course to families and held engagements focused on supporting families to get computers and internet if they previously did not have access.	Garfield does not yet have a clear system in place to identify which of our families do/do not have access to computers and internet at home. We need to get a good baseline so that we can measure our progress and success in alignign supports with families. This year we have provided workskhops for families, but do not have a clear measure of our impact. We need the data to track our progress and assess our strategies.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well we

are implementing these practices?

All indicators demonstrate that Garfield is in a beginning/exploring phases of becoming a fully blended learning school site. We have made progress in building our tech infrastructure, identifying appropriate software to support our scholars in meeting their academic goals. Our areas of growth are to continue supporting teachers to build their understanding of blended learning and to increase the amount of technology based adaptive learning happening in the classroom. As an NGLC school we will focus on adaptive literacy implementation of Kinder-2nd intervention/support. We will also develop a vision of the role of technology as an academic support across all curriculum areas and in all grade levels.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

1. We need to develop a clear vision for what our goals and implementation plan are as a blended learning school site. Defining what full implementation will look like - working with NGLC and doing school visits to develop this vision, while also supporting ongoing implementation of existing programs.

2. We need to train teachers on this vision and continue piloting blended learning models with teachers that are more confident and willing to try a different model to increase student 1 to 1 learning opportunities with technology and direct teacher instruction.

3. We need to move from a pilot phase of literacy and ELD programs to identify the curriculum we will adopt and to train teachers on how to use that curriculum (Istation, Imagine and STmath)

4. We need to increase parent/family access to computers and internet at home. With programs like STmath, students can be accessing the program at home and supporting our course completion goals - similarly, we need to align our after school programs to provide time/opprotunity for scholars to access STmath in the after school program.

MAJOR IMPROVEMENT STRATEGY #3

1. Participate in NGLC cohort and visit other models of blended learning to develop our vision for blended learning. Provide training and learning opportunities for staff to collectively move towards this vision.
2. Complete pilots of Istation and Imagine programs - adopt a literacy and EL curriculum with adaptive tech components to provide intervention/ support for scholars.
3. Increase parent/family access to computers and internet at home.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
1. Kinder-2nd grade teachers providing opportunities for students to access STmath during centers time (approx 30 min/week per scholar)	Prioritizing funding for the vision of 1 to 1 chromebooks for the entire school - when funds/grants are made avaialble (current reality - 6 chrombook carts, all other classrooms have 8-10 chromebooks)	We will continue looking for opportunities to identify funding for additional technology hardware (chromebooks) and software (adaptive technology)
2. 3rd grade teachers providing 60 minutes, 1x/week for students to access STmath.	Garfield was awarded an NGLC planning grant and will be a part of a NGLC cohort of schools exploring blended learning and will apply for an implementation grant in 2015-2016	We will continue to offer a technology prep to all Kinder-5th grade students.
3. 4th/5th grade math teachers (departmentalized) providing 90 minutes/week of STmath learning time in a pilot of blended learning in the classroom (some students are on the program, while some students are working with the teacher)	Garfield will identify blended learning schools and set up site visits as we establish our vision for blended learning and learn about the best software and ways to organize learning.	We will continue to have a blended learning specialist on site - to support teacher trouble shooting and provide support for teachers implementing technology in the classroom.
4. All 3rd-5th grade students are getting 50 minutes/week of Typing club in the computer lab with our technology teacher	Garfield will monitor implementation of STmath course completion, student progress in typing club and use of AR	Garfield will continue spending site funds to purchase STmath, Accelerated Reader and will prioritize funding for an early liteacy progarm (Istation pilot TBD), and Language Development Progam (Imagine pilot TBD).

5. All Kinder-2nd grade students are getting 50 minutes/week of STmath in the computer lab with our technology teacher	Garfield will monitor the implementation and progress of Istation and Imagine programs - making a decisioni by end of Spring 2015 about program adoption for school year 2015-2016.	Garfield will continue to participate in NGLC cohort and distirct blended learning cohort to learn more about software, hardware and organizational practices.
6. 75% of all Kinder-2nd grade teachers/classrooms are piloting Istation early literacy adaptive technology program (Superstars Literacy is also piloting in the after school program)	Garfield will join the district blended learning cohort as schools interested in blended learning (this will be a supplement to our NGLC work, trying to stay on top of all learnings available around blended learning)	Garfield Parent Action Team will initiate a cycle on bringing blended learning to Garfield (cycle 2.0, a follow-up to Spring 2014 cycle). The goal is to identify best practices around blended learning from other schools (ex: April 2015 visit to Rocketship).
7. Starting in April, 100% of our "newcomer" Engish Learners will pilot the Imagine adaptive technology langauge based program in partnership with the OUSD EL Department	Principal will meet weekly with Technology teacher and Blended Learning specialist - monitoring work plans, implementation and data - trouble shooting challenge areas in resources and staff management towards goals.	Garfield will build in teacher professional devopment around computer liteacy (Google Drive, E-mail, Calendar), and how to best access data and best practices around adaptive sofware programs used to support students (STmath, AR, Istation, Imagine)
8. Blended Learning specialist pushing into classrooms during centers time, and during blended learning time to provide direc teachers support and student suport to build confidence and awareness of STmath program	Garfield Technology teacher and blended learning specialist will lead teacher PD on understanding data from various adaptive technology programs.	The school will provide food/refreshments for parent engagment meetings - SSC, AAAC, PAT, ELAC - to keep parents informed and better able to support their children at home.
9. Literacy in Technology teacher working with Kinder-5th grade scholars on STmath and Typing Club	Garfield will identfiy Gifted and Talented students through the district process, and provide them with enrichment opportunities using technology programs that promote the support of Gifted and Talented scholars.	Copy Equipment Maintentance
	Garfield will work with the district staff to identify Foster Youth and ensure that they have appropriate case management for support with attendnace and academic performance.	Garfield will have two part time attendance case managers working to increase attendance rates, and the school's theoryt of action is that scholars attending school more often will have increased literacy rates
		Hero's Contract for additional yard supervision and intervention working with struggling scholars (flex) and teacher stipends for lunch club
		Benefits for ELD Coach and Literacy Coach

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	$745,469
Early Childhood Education	$1,964,450
Mental Health Services	$175,000
Literacy	$800,000
Summer School	$400,000

• Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

• District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)

• After–School and Summer School programs funded by categorical programs

• Data analysis services, software, and training for assessment of student progress

• Early Childhood Education services for preschool children

School:	Garfield Elementary School											

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Literacy)

Click here for the full list of LCAP strategies.

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All Kinder-5th grade teachers implementing Reader's Workshop aligned to the common core state standards. (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	SRI	Low-Income Students	Literacy Coach 3rd-5th Grade (Rebecca Dankner)	General Purpose Discretionary	5825	Literacy Coach 3rd-5th	N/A	N/A	$56,000.00	118-1A	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
All Kinder-5th grade teachers implementing Writer's Workshop (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	SRI	Low-Income Students	Literacy Coach Kinder-2nd Grade (Leslie Mclean)	LCFF Supplemental		Literacy Coach K-2	TC11IF0006	0.45	$34,786.98	118-1B	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Kinder-2nd grade focus on guided reading during centers time. (1B.1 - using student data to inform instruction)	SRI	Low-Income Students	School will renew license with Accelerated Learning Program	LCFF Supplemental	4399	N/A	N/A	N/A	$8,561.00	118-1C	Targeted Approaches	A3.2: Reading Intervention
All Kinder-5th grade teachers focus on conferring during independent reading time after Reader's Workshop Mini lesson) (1B.1 - using student data to inform instruction)	SRI	Low-Income Students	K-5 Literacy Coaching through Teacher's College	LCFF Supplemental	5825	Literacy Coaching K-5	N/A - consultant contract	N/A	$30,000.00	118-1D	Targeted Approaches	A3.2: Reading Intervention
3rd-5th grade implementing AR quizzes and goals to progress monitor (3D.3 - students self monitoring progress)	SRI	Low-Income Students	Literacy Coach Kinder-2nd Grade (Leslie Mclean)	Title I Basic	1905	Literacy Coach K-2	TC11IF0006	0.35	$27,056.54	118-1E	Targeted Approaches	A3.1: Blended Learning
In the Spring of 2015 the school will be piloting, monitoring and evaluating the effectiveness of RIME MAGIC as a curriculum supplement to phonics and early literacy work of our existing OPEN COURT curriculum. Our pilot of this curriculum in the Spring of 2015 will determine if we continue implementaiton in the 2015-2016 school year. (this is also pending district adoption of a different word work/early literacy curriculum for 2015-2016).	SRI	Low-Income Students	Rime Magic curriculum supplement materials	Other						118-1F		
In the Spring of 2015 the school will be piloting, monitoring and evaluating the effectiveness of the ISTATION adaptive technology early literacy program for Kinder-2nd Grade as a curriculum supplement to phonics and early literacy work of our existing OPEN COURT curriculum. Our pilot of this curriculum in the Spring of 2015 will determine if we continue implementaiton in the 2015-2016 school year. (this is also pending district adoption of a different word work/early literacy curriculum for 2015-2016, and Garfield's ongoign learning as an NGLC school site).	SRI	Low-Income Students	ISTATION license for adaptive computer program	Other						118-1G		

Description		Student Group	Item/Service	Funding Source	Object Code	Position	Position #	FTE	Cost	Code	Focus Area	Strategy
In the Spring of 2015 and headed into the 2015-2016 school year, Garfield teachers (with the support of literacy coaches) will be exploring how to differentiate the word study and early phonics work in Kinder, 1st and 2nd grade classrooms. We have improved our data collection skills with BPST for every Kinder-2nd grade scholar, we are now working to determine how to use that data to differentiate our phonics instruction (centers, rotations, the role fo technology?) We will continue to explore a model of implentation in the Spring of 2015, with hopes to pilot or laucn during the 2015-2016 school year.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1H		
All Garfield students, Kinder-5th grade will experience Literacy development through science instruction with a literacy/science specialist once a week.	SRI	Low-Income Students	K-5 Literacy in Science Teacher	LCFF Supplemental		K-5 Literacy in Science position	TCSHLT0180	1	$41,437.26	118-1I	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
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 kindger academics, health and attendance.										118-1J		
Weekly walk-through with literacy coach and Principal to progress monitor literacy coach priority areas, progress monitor teacher development and provide feedback on strategy and coaching for literacy coach to identify PD needs and individual support, with particular attention to teaching practices that support EL students and AA students.	SRI	Low-Income Students	K-2 Literacy Coach 3-5 Literacy Coach Teacher's College (if we get off the wait list) All three captured as individual line items elsewhere for funding details							118-1K		
Weekly check-in with literacy coach and Principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices that support EL students and AA students.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1L		
Organizing data nights to focus on parent education around Reader's Workshop (APTT 2-3x/year) Focused on helping parents understand - what is the grade level standard (or F+P expectation for the end of the year), where is the scholar currently performing, and what can the parents do at home to help.	SRI	Low-Income Students	Supplies for APTT Materials	General Purpose Discretionary	4310	N/A	N/A	N/A	$40,000.00	118-1M	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Organizing volunteer day to focus on leveling classroom libraries (Project Peace half day4x/year)	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1N		
Ongoing data progerss monitoring - SRI progress monitoring given 5-6 times/year to make sure we are on track and making progress. Leading ILT in analyzing SRI data. Particular attention to ELs and AAMs. Sharing data with parent leadership structures- including but not limited to SSC.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1O		
Leading 3-4x/year data meetings in grade levels around literacy data. Particular attention to ELs and AAMs.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1P		

Working with community to continue to prioritize funding for literacy coaching (K-2 and 3-5) and developing a partnrship with Teacher's College to help make Garfield a model/lab school for the district and placing a premium on teacher planning, support and development. Funding for and creating the PLC structures and prep time to support teachers to meet 2-3 times a week with grade level PLCs to support planning and implementaiton of literacy priorities outlined in teacher practices.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1Q		
Working with district literacy coaches to continue providing walk-through and coaching support to Garfield coaches and teachers - establish mini-round around problems of practice to learn from the best thinking aound the district and network partner and district literacy coach to make sure there are others helping us problem solve literacy challenges.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1R		
Continue to explore ways where techology will support our literacy practices - ongoing implelentaiton and systems creation around Accelerated Reader as an accountability tool and student celebration tool. Exploring a Kinder-2nd grade literacy support program to improve literacy outcomes for scholars in Kinder-2nd.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1S		
Continue to explore and coordinate literacy celebrations throughout the school to help staff, scholars and families celebrate literacy growth and effort - started monthly assemblies in 4th/5th grade in 2014-2015, exploring expanding to Kinder-5th grade in 2015-2016.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1T		
Coaches will work with teachers to unpack common core state standards to see alignment with Lucy Calkins units of study to ensure that content is taught through the literacy block.										118-1U		
2-3 times a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned for Reader's and Writer's workshop, time dedicated to guided reading in Kinder-2nd grade and conferring in K-5.	SRI	Low-Income Students	K-2 Literacy Coach 3-5 Literacy Coach Teacher's College (if we get off the wait list) All three captured as individual line items elsewhere for funding details							118-1V		
Pull-out intervention block staggered by grade level for Intervention to pull lowest readers - using SIPPS and LLI. Pending funding source.	SRI	Low-Income Students								118-1W		
Weekly observation/feedback for each teacher with literacy coach	SRI	Low-Income Students	K-2 Literacy Coach 3-5 Literacy Coach Teacher's College (if we get off the wait list) All three captured as individual line items elsewhere for funding details							118-1X		
Focusing Parent Engagement data nights on literacy and our book send home system for scholars to read an hour at home	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1Y		

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
AR quizzes in 3rd-5th grade to monitor student reading. 4th/5th grade goal of 5.0 points per week and weekly/monthly celebrations of students meeting those goals. Aligned to Richard Allington's research that scholars need to be reading 2+ hours a day to meet literacy growth goals.	SRI	Low-Income Students	School will renew license with Accelerated Learning Program	Other						118-1Z		
Funding priority - making sure classroom libraries are robust and continue to be re-stocked- making sure teachers have materials for centers, etc.	SRI	Low-Income Students	Books for classroom leveled librarires	Title I Basic	4310	N/A	N/A	N/A	$1,224.00	118-1AA	Targeted Approaches	A3.2: Reading Intervention
Aligning literacy goals/plannign with our EBAYC after school program - with a focus on providing TIME for scholars to read books on grade leve and opportunities for scholars to take AR quizzes to meet their weekly and monthly goals.	SRI	Low-Income Students	Prioritizing Time of Staff - no additional financial cost							118-1AB		
The school will hire additional noon supervisors to ensure that students are safe on the yard and make sure that when students return to class they have had a safe activity on the yard that allows them to focus on learning in the classroom	SRI	Low-Income Students	Additional Noon Supervisor (above the base)	LCFF Supplemental		Noon Supervisor	NOONSV0066	0.27	$5,519.29	118-1AC	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
The school will hire additional noon supervisors to ensure that students are safe on the yard and make sure that when students return to class they have had a safe activity on the yard that allows them to focus on learning in the classroom	SRI	Low-Income Students	Additional Noon Supervisor (above the base)	LCFF Supplemental		Noon Supervisor	NOONSV0082	0.27	$5,452.90	118-1AD	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
The school will hire additional noon supervisors to ensure that students are safe on the yard and make sure that when students return to class they have had a safe activity on the yard that allows them to focus on learning in the classroom	SRI	Low-Income Students	Additional Noon Supervisor (above the base)	LCFF Supplemental		Noon Supervisor	NOONSV0083	0.03	$702.80	118-1AE	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
The school will hire additional noon supervisors to ensure that students are safe on the yard and make sure that when students return to class they have had a safe activity on the yard that allows them to focus on learning in the classroom	SRI	Low-Income Students	Additional Noon Supervisor (above the base)	LCFF Supplemental		Noon Supervisor	NOONSV0102	0.27	$4,112.41	118-1AF	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)

BUDGET ACTIONS & FUNDING:	IMPROVEMENT PRIORITY #2 (English Language Development)											
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers in K-3rd grade will implement Systematic ELD curriculum during designated ELD time	CELDT level	English Language Learners	N/A	Title I Basic	1905	ELD Coach	TC10IF0019	1	$61,310.43	118-2A	Teacher PD	A4.1: English Learner Reclassification
Teachers will teach ELD for 40 minutes 4 times a week	CELDT level	English Language Learners								118-2B		
Provide instruction following the Structured English Immersion Model	CELDT level	English Language Learners								118-2C		
Become familiar with student data in terms of language proficiency levels and language needs.	CELDT level	English Language Learners								118-2D		

Communicate to families what it means to be an ELL and explain the reclassification process as well as share data about the student language proficiency and progress during parent-teacher meetings and report card conferences	CELDT level	English Language Learners							118-2E		
Monitor closely, students who are close to reclassification.	CELDT level	English Language Learners							118-2F		
ELD coach will meet with teachers in Kinder-3rd grade at least twice a month for planning sessions. Coach will observe teachers weekly and continue to provide feedback.	CELDT level	English Language Learners	ELD Coach working to support teaches and students	Other					118-2G		
Provide small group or individualized planning support to plan for 40 minute lessons.	CELDT level	English Language Learners							118-2H		
Provide support and coaching on familiarity and implementation of the SEI model.	CELDT level	English Language Learners							118-2I		
Provide data and opportunities for teachers to observe, analyze, and plan using student data. Provide support on how to plan lessons using ADEPT, CELDT and classroom observations data	CELDT level	English Language Learners							118-2J		
Provide data reports and support teachers with parent communication. Continue to inform parents during school committees' meetings	CELDT level	English Language Learners							118-2K		
Provide updated data for reclassification (CELDT and SRI or DIBELS) to teachers. Facilitate meetings with the teacher and the parent to create goals for the students who are close to achieve reclassification.	CELDT level	English Language Learners							118-2L		
Teachers will have time to meet and plan to create quality lessons that meet the students language needs.	CELDT level	English Language Learners							118-2M		
Revisit daily instructional schedule to include the daily extra 10 minutes to our 30 minute exisiting ELD lessons	CELDT level	English Language Learners							118-2N		
Explore and observe schools that have a strong SEI model to learn best practices	CELDT level	English Language Learners							118-2O		
Create an assessment calendar and schedule for ADEPT and CELDT.	CELDT level	English Language Learners							118-2P		
Include information about 'what it means being an ELL', and the reclassificationprocess in the 'welcoming families' session'. Especially for parents whose children are ELLs and are new to the education system.	CELDT level	English Language Learners							118-2Q		
Acknowledge the students who have achieved reclassification and organize a celebration at the end of the school year	CELDT level	English Language Learners							118-2R		
Benefits for staff paid for out of LCAP Supplemental	Other	Low-Income Students		LCFF Supplemental	3000			$32,319.18	118-2S	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Teacher sub release time for assessments	CELDT level	English Language Learners		LCFF Concentration	1150			$4,071.00	118-2T	Targeted Approaches	A2.1: Implementation of CCSS & NGSS

Benefits for staff paid for out of LCAP Concentration	Other	Low-Income Students		LCFF Concentration	3000				$719.00	118-2U	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
School Psychologist to support with SSTs and student mental health coordination of services	Other	Low-Income Students	School Psychologist to support with SSTs and student mental health coordination of services	LCFF Concentration	5734				$20,210.00	118-2V	Targeted Approaches	A5.2: Health and Wellness (Mental & Physical Health)
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.										118-2W	K Transition	A1.4: Early Childhood Education
Garfield will host an after school program for 1st-5th graders, partnering with EBAYC, focused on math homework support and independent reading time.	Other	Low-Income Students	After school program for 1st-5th graders	After School Education & Safety (ASES)	5825				$193,564.59	118-2X	Extended Learning Time	A1.6: After School Programs

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Blended Learning)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
1. Kinder-2nd grade teachers providing opportunities for students to access STmath during centers time (approx 30 min/week per scholar)	Other	Low-Income Students								118-3A		
2. 3rd grade teachers providing 60 minutes, 1x/week for students to access STmath.	Other	Low-Income Students								118-3B		
3. 4th/5th grade math teachers (departmentalized) providing 90 minutes/week of STmath learning time in a pilot of blended learning in the classroom (some students are on the program, while some students are working with the teacher)	Other	Low-Income Students								118-3C		
4. All 3rd-5th grade students are getting 50 minutes/week of Typing club in the computer lab with our technology teacher	Other	Low-Income Students								118-3D		
5. All Kinder-2nd grade students are getting 50 minutes/week of STmath in the computer lab with our technology teacher	Other	Low-Income Students								118-3E		
6. 75% of all Kinder-2nd grade teachers/classrooms are piloting Istation early literacy adaptive technology program (Superstars Literacy is also piloting in the after school program)	Other	Low-Income Students								118-3F		
7. Starting in April, 100% of our "newcomer" Engish Learners will pilot the Imagine adaptive technology langauge based program in partnership with the OUSD EL Department	Other	Low-Income Students								118-3G		
8. Blended Learning specialist pushing into classrooms during centers time, and during blended learning time to provide direc teachers support and student suport to build confidence and awareness of STmath program	Other	Low-Income Students								118-3H		

9. Literacy in Technology teacher working with Kinder-5th grade scholars on STmath and Typing Club	Other	Low-Income Students	A Literacy in Technology teacher	LCFF Supplemental	0002	Literacy in Tech Teacher	TCSHLT0237	1	$41,437.26	118-3I	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Prioritizing funding for the vision of 1 to 1 chromebooks for the entire school - when funds/grants are made avaialble (current reality - 6 chrombook carts, all other classrooms have 8-10 chromebooks)	Other	Low-Income Students								118-3J		
Garfield was awarded an NGLC planning grant and will be a part of a NGLC cohort of schools exploring blended learning and will apply for an implementation grant in 2015-2016	Other	Low-Income Students								118-3K		
Garfield will identify blended learning schools and set up site visits as we establish our vision for blended learning and learn about the best software and ways to organize learning.	Other	Low-Income Students								118-3L		
Garfield will monitor implementation of STmath course completion, student progress in typing club and use of AR	Other	Low-Income Students								118-3M		
Garfield will monitor the implementation and progress of Istation and Imagine programs - making a decisioni by end of Spring 2015 about program adoption for school year 2015-2016.	Other	Low-Income Students								118-3N		
Garfield will join the district blended learning cohort as schools interested in blended learning (this will be a supplement to our NGLC work, trying to stay on top of all learnings available around blended learning)	Other	Low-Income Students								118-3O		
Principal will meet weekly with Technology teacher and Blended Learning specialist - monitoring work plans, implementation and data - trouble shooting challenge areas in resources and staff management towards goals.	Other	Low-Income Students								118-3P		
Garfield Technology teacher and blended learning specialist will lead teacher PD on understanding data from various adaptive technology programs.										118-3Q		
Garfield will identfiy Gifted and Talented students through the district process, and provide them with enrichment opportunities using technology programs that promote the support of Gifted and Talented scholars.										118-3R		
Garfield will work with the district staff to identify Foster Youth and ensure that they have appropriate case management for support with attendnace and academic performance.										118-3S		
We will continue looking for opportunities to identify funding for additional technology hardware (chromebooks) and software (adaptive technology)	Other	Low-Income Students								118-3T		
We will continue to offer a technology prep to all Kinder-5th grade students.	Other	Low-Income Students								118-3U		

We will continue to have a blended learning specialist on site - to support teacher trouble shooting and provide support for teachers implementing technology in the classroom.	Other	Low-Income Students								118-3V		
Garfield will continue spending site funds to purchase STmath, Accelerated Reader and will prioritize funding for an early liteacy progarm (Istation pilot TBD), and Language Development Progam (Imagine pilot TBD).	Other	Low-Income Students								118-3W		
Garfield will continue to participate in NGLC cohort and distirct blended learning cohort to learn more about software, hardware and organizational practices.	Other	Low-Income Students								118-3X		
Garfield Parent Action Team will initiate a cycle on bringing blended learning to Garfield (cycle 2.0, a follow-up to Spring 2014 cycle). The goal is to identify best practices around blended learning from other schools (ex: April 2015 visit to Rocketship).	Other	Low-Income Students								118-3Y		
Garfield will build in teacher professional devopment around computer liteacy (Google Drive, E-mail, Calendar), and how to best access data and best practices around adaptive sofware programs used to support students (STmath, AR, Istation, Imagine)	Other	Low-Income Students								118-3Z		
The school will provide food/refreshments for parent engagment meetings - SSC, AAAC, PAT, ELAC - to keep parents informed and better able to support their children at home.	Other	Low-Income Students	Refreshments for parent leadership meetings	Title I Parent	3010	N/A	N/A	N/A	$3,047.79	118-3AA	Family Engagement	A3.3: Family Engagement focused on Literacy Development
Copy Equipment Maintentance	Other	Low-Income Students	Ensure copy equipment is working to provide for teachers the tools necessary to instruct their scholars	General Purpose Discretionary	5610	N/A	N/A	N/A	$6,375.00	118-3AB	Targeted Approaches	A5.3: School Facilities
Garfield will have two part time attendance case managers working to increase attendance rates, and the school's theoryt of action is that scholars attending school more often will have increased literacy rates	Other	Low-Income Students	Support with attendance team data analysis and attendance case management	LCFF Supplemental	5825	N/A	N/A	N/A	$6,000.00	118-3AC	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Hero's Contract for additional yard supervision and intervention working with struggling scholars (flex) and teacher stipends for lunch club	Other	Low-Income Students	Keeping students safe on the yard so they are in class and not in trouble or suspended, providing intervention for struggling students.	LCFF Supplemental	4399	NA	NA	NA	$38,056.00	118-3AD	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Benefits for ELD Coach and Literacy Coach	Other	Low-Income Students		Title I Basic	3000	NA	NA	NA	$32,474.56	118-3AE	Targeted Approaches	A2.5: Teacher Professional Development for CCSS & NGSS

Garfield Elementary School – Parent Compact 2014-2015

Garfield Elementary School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2014-2015 school year.

School Responsibilities – We, as Garfield staff, will support student learning in many different ways including:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:
- Setting high standards and expectations for all.
- Assisting students in setting personal growth goals.
- Using teaching methods and materials that work best for your child.
- Regularly assigning homework.
- Providing motivating and interesting learning experiences.
- Supporting your child's educational needs by working together with your family.

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3) Provide parents with frequent reports on their children's progress.
4) Provide parents reasonable access to staff.

- Formal Conferences will be held:
    - At the beginning of the year as a get to know you and to establish a strong relationship
    - APTT Data nights will be held in the Fall and the Spring to provide you an update on your child's performance and enlist your support at home.
    - 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. This can be done by completing a note to the teacher that can be found in the office.

- Staff will be available five times throughout the year for formal data and 1 to 1 conferences
- Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- You will be able to sign up to volunteer in the classroom or at the school.
- Sign in at the office anytime you wish to visit the school.
- Teachers will make available times and ways in which parents can help at school
- Formal opportunities for involvement include membership and/or attendance of School Site Council, EL Advisory Council (AKA English Learner Advisory Council), African American Advisory Council, Parent Action Team, updates through monthly Parent Coffees.

Parent Responsibilities –

We, as parents will support our children's learning in many different ways, including:

- I will send my child to school on time every day.
- I will make sure that my child gets adequate sleep and has a healthy diet.
- I will provide a quiet place and time for my child to do homework, and I will review the homework to ensure it is completed.
- I will promptly respond to messages from my child's school.
- I will attend the following mandatory meetings: all three 1 to 1 Parent-Teacher –Student Conferences, and both APTT Data nights
- I will help my child's school however possible.
- I will sign in at the office when visiting my child's school
- I will read to my child or have my child read for a goal of 1 hour every day at home.
- In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected
- I will limit the amount my child watches television

Student Responsibilities –

We, as students, will share the responsibility to improve out academic achievement in many ways, including:

- I will come to school, on time, everyday
- I will come to school ready to learn
- I will follow school rules, and demonstrate being safe, respectful and responsible at all times
- I will ask for help when I need it
- I will carry information between school and home
- I will return my completed homework on time, and read at home with the goal of 1 hour everyday at home

_____	_____
School/Teacher Signature	Date
_____	_____
Parent Signature	Date
_____	_____
Student Signature	Date

<u>Title I School Parental Involvement Policy   2014- 2015</u>

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 agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  - Inform parents of their schools participation in the Title I Program.
  - Explain the requirements of the Title 1 Program.
  - 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.
  - The parents' right to participate in the development of the District's Title 1 Plan.
    - A. Monthly SSC meetings review role of Title 1 funds and our site plan
    - B. Annual Title 1 Night
    - C. EL Advisory Council (aka ELAC) Meetings review Title 1 funds and their use

- Offer a flexible number of meetings for parents.
  - EL Advisory Council (aka ELAC) Meetings 2nd Friday of the month, 9am – 10am
  - SSC Meetings, 2nd Thursday of the month, 3:30 – 5pm
  - African American Advisory Council 1st Thursday of the month, 5:45 – 7pm
  - Parent Action Team Meeting – 2nd Wednesday of the month, 6 – 7:30pm
  - Monthly Parent/Principal's Coffee – 2nd Thursday of the month, 9am – 10am

- 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.
- Provides parents of Title I students with timely information about Title I programs.
  - Monthly SSC meetings review role of Title 1 funds and our site plan
  - EL Advisory Council (aka ELAC) Meetings review Title 1 funds and their use
  - Monthly African American Advisory Council Meetings
  - Monthly Paent Action Team Meetings
  - 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.
  - Monthly SSC Meetings
  - Monthly EL Advisory Council (aka ELAC)
  - Title 1 Night
  - Beginning of the year 1 to 1 parent/teacher conferences
  - December 1 to 1 parent/teacher conferences
  - March 1 to 1 parent/teacher conferences

- o Fall APTT Data Night
- o Spring APTT Data Night
- o 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.
  - o Monthly SSC Meetings
  - o Monthly EL Advisory Council (aka ELAC) Meetings
  - o Monthly African American Advisory Council Meetings
  - o Monthly Parent Action Team Meetings
  - o Title 1 Night

School-Parent Compact

Garfield Elementary 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.

Building Parent Capacity for Involvement

Garfield Elementary 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

Families are engaged at Garfield elementary in large group whole school setting, such as back to school night, smaller group family settings – SSC, EL Advisory Council (AKA ELAC) and Principal Coffee meetings, as well as individual settings – one on one family/teacher conferences to discuss student progress. In each of these settings the goals are to inform parents about goals set for student achievement, collaboration between home and school to achieve those goals – and a review of progress to goal.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - o Title 1 families are engaged at Garfield elementary in large group whole school setting, such as 1 to 1 meetings with teachers, APTT data nights, smaller group family settings – SSC EL Advisory Council (AKA ELAC), and Principal Coffee meetings, as well as individual settings – one on one family/teacher conferences to discuss student progress. In each of these settings the goals are to inform parents about goals set for student achievement, collaboration between home and school to achieve those goals – and a review of progress to goal.

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

- o Garfield staff value their partnership 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 to best support the family and student to 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.
  - o At Garfield families can get involved in learning about the Title 1 program through the SSC, EL Advisory Council (aka ELAC) , Title 1 Night – or by request to meet and discuss the Title 1 program with teachers or the principal.

- 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.
  - o Notices are sent home to families regularly about SSC, EL Advisory Council (aka ELAC) and other family meetings to engage families in the work being done at the school.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
  - o SSC and EL Advisory Council (aka ELAC) meetings are primary vehicles to support discussions around the Title 1 program. Title 1 night celebrates information around our 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.
  - o Translators are secured for all key meetings to support families that have limited English Proficiency.

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 SSC and ELAC meetings and discussion of Title 1 programs.

This policy was adopted by the Garfield Elementary School Site Council and will be in effect for the 2014-15 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 Garfield Elementary 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.

X _____ Nima Tahai   X ___10/8/14_____
            Signature   date

School Site Council Membership Roster – Elementary

School Name: Garfield Elementary   **School Year:** 2014 - 2015

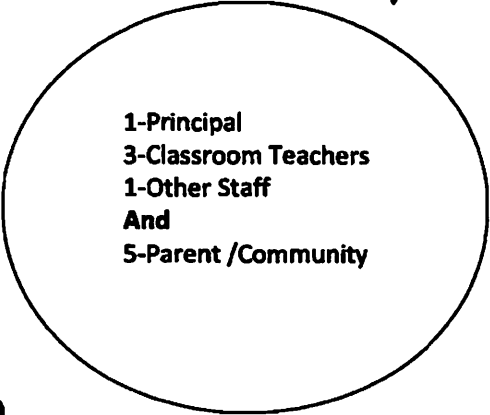| Chairperson: Tom Jakubek	Vice Chairperson: Nancy Sanchez
Secretary: Debbie Messersmith	*LCAP Parent Advisory Nominee: Vacant
*LCAP EL Parent Advisory Nominee: Nancy Sanchez	*LCAP Student Nominee: N/A

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Numa Tahai	X			
Tom Jakubek		X		
Debbie Messersmith		X		
Abdul-Hagg Khalifah		X		
Nancy Sanchez				X
Lorena Rodriguez				X
Darrell Reed				X
Kindra Freeman				X
Evelyn Cannonwright				X
Nadine Durretti			X	

Meeting Schedule (day/month/time)	2nd Thursday of the month, 3:30 - 5:00 pm

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

(Once filled, this document can be placed on your school site's letterhead)