

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1295
Introduction Date: 6/27/18
Enactment No.: 18-1102
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Garfield Elementary School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Garfield Elementary School
CDS Code: 1612596001846
Principal: Alicia Arenas
Date of this revision: 5/14/2018

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

The District Governing Board approved this revision of the SPSA on: 6/27/2018

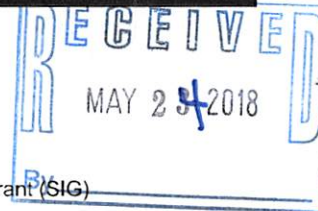
OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Garfield Elementary School

Site Number: 118

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |



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: 5/10/18

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

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

Signatures:

<u>Alicia Arenas</u> Alicia Arenas, School Principal	<u>Alicia Arenas</u> Signature	<u>5/10/18</u> Date
<u>Thomas Jakubek</u> Print name of SSC Chairperson	<u>Thomas Jakubek</u> Signature	<u>5-23-18</u> Date
<u>LaResha Martin</u> LaResha Martin, Network Superintendent	<u>LaResha Martin</u> Signature	<u>5/23/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>5/24/18</u> Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/14/2018	SSC	Shared rational and overview of site plan and budget summary
3/22/2018	SELLS	Shared rational and overview of site plan
3/28/2018	Faculty	Shared rational and overview of site plan and budget summary. Feedback recieved and discussed during Instructional Lead Team meetings, will implement in year long inquiry cycle.

2018-2019 Final Budget

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 Discretionary #0000	\$118,125.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$403,356.36	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$210,826.35	TBD
TOTAL:	\$757,307.72	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$130,236.77	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,675.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$133,911.77	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Garfield Elementary School

School ID: 118

School Description

One of the most diverse schools in Oakland, Garfield Elementary is a place where "scholars will grow into caring and creative adults prepared to graduate from college and succeed in life." Our scholars are supported by caring teachers and staff as they engage in a rigorous academic program focused on reading and math; become adept at using technology and accessing adaptive online academic programs; and hone social emotional skills throughout the day. At Garfield, we also believe that teacher and family partnerships are key to student success. Over the course of the school year families and teachers will meet at least five times to discuss specific academic goals, celebrate progress and identify need for greater supports. We are proud to be the mighty Garfield Wildcats!

School Mission and Vision

Garfield Elementary School's vision is that ALL Garfield students will grow into caring and creative adults prepared to graduate from college and succeed in life. We plan to achieve our vision by living our school values of:

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

Family & Student Engagement

Garfield conducted a family listening campaign 6 years ago in which families indicated a desire for stronger home school communication and connection. To that end, we partnered with West Ed and began implementing a series of Academic Parent Teacher Team meetings. Every teacher meets with every family for one on one conferences that take place 3 times each school year. We have repurposed Back to School and Open House nights to be Academic Parent Teacher Team meetings in which we share data with parents and teach them ELA and math skills that they can practice at home with their kids. All of these meetings are translated into Garfield's home languages. Garfield also created an African American Advisory Council, English Learner Advisory Council as well as SPEAC- Special Education Advisory Council to address the needs of our most struggling student groups such as students with disabilities, African American Students and English Language Learners. We also have a Parent Action Team and host monthly Principal Coffees. Our advisory councils conduct research and make recommendations to the School Site Council. We send home school communication in our main home languages. Our families know their student's reading and math levels and know their students goals for the school year. Additionally, we have partnered with Adult Education and now offer free ESL classes on site to Garfield parents. We also work closely with Lotus Bloom to provide resources to our incoming Transitional Kindergarten and Kindergarten families. We have a Parent Center and two parent advocates who case manage our students who are at risk for chronic absenteeism and provide resources for our homeless and foster youth students. One of our greatest assets is also a challenge for Garfield. We now have 18 languages spoken at our school site and providing live translation for 600+ conferences can be a challenge. We also see fluctuations in attendance in our AAAC, SPEAC and PAT teams and often see the same few families who regularly attend. It is a struggle as well to schedule all of our one to one conferences and manage the translation services. Some parents do not attend despite multiple efforts by teachers. One root cause for fluctuating attendance is that some parents work during the day and it is a challenge to come to daytime meetings. Conversely, some families struggle to return to the school in the evening to attend later meetings. Additionally, communication is challenging because of changing or disconnected phone numbers and many of our families do not have internet- which eliminates the possibility of communicating via email. Garfield provides free breakfast and lunch to low income families.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>Our Literacy strengths are that Garfield has 2 designated 50 minute PLC periods per week per grade level dedicated to the full implementation of Balanced Literacy. In these PLCs, teachers plan Reading Workshop, Writing workshop, shared reading and writing, interactive reading and writing and do MSV error analysis of running records. The PLC plans and implements the scope and sequence of ELA instruction for the entire year. We have a K-2 Literacy Coach and a 3-5 literacy coach who provide observation, coaching and feedback with all teachers. We also provide ample opportunities for peer observation and collaboration. Garfield is in our second year as a Partner School with the Reading and Writing Project of Columbia University. We are one of only two schools in Oakland who receive intensive coaching from Teacher's College Lead Staff Developers. As a partner school, we have access to additional resources through the project.</p>	<p>Lowest Performing ethnic group (AA) show a decrease in SRI performance. Minimal opportunities to analyze SRI data. As a school we focus on F and P.</p>	<p>Garfield continues to experience a high staff turnover and a large number of teachers are in their first 3 years of teaching.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Math PLCs led by a 4th grade teacher/Math lead for Garfield. Data Analysis during Math PLCs Teachers administering CEOU, End of Unit Assessments and Summative Tasks Implementation of ST Math Monitoring data on ST Math Building shared practices of math school wide (Number Talks, 3 reads, ST Math)</p>	<p>Limited opportunities for student voice Limited focus on application and conceptual understanding as compared to procedural fluency Opportunities for Garfield's math lead to observe math instruction</p>	<p>2016-17 is the first school year that Garfield is focusing on math as a instructional priority</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;">(CULTURE & CLIMATE)</p>	<p>Garfield has implemented PBIS for over 5 years. Staff regularly recognizes positive student behavior through Wildcat Wows and we have a weekly Wildcat Wow raffle. We have a Check in/ Check out Coordinator who matches students who are struggling with a mentor teacher. Garfield has a robust Coordination of Services Team in which SPED representatives, teachers, counselors, and teachers who meet weekly to identify services and next steps for struggling students. We have partnerships with several community mental health agencies and serve students with both individual and group counseling. Garfield does Caring School Community schoolwide and we have 50 minutes dedicated every Wednesday to the planning and implementation of our Social Emotional Learning. We have schoolwide behavioral expectations that we directly teach to all students around being Safe, Respectful and Responsible. All expectations are presented via the desired positive behavior. All Garfield Teachers have received the online No Nonsense Nurturing classroom management training. Additionally, the personnel committee at Garfield rigorously screens all potential candidates for SEL competencies.</p>	<p>Garfield is implementing a new Social Emotional Learning curriculum for the 2016-17 school year to provide a common social emotional language at Garfield. Because this is our first year implementing a school wide curriculum, a few challenges have been pacing, opportunities for common planning time, and peer observations. Garfield is also a PBIS school.</p>	<p>A root cause has been providing PD time for ongoing planning for a new curriculum as well as a suggested pacing. Also, we have struggled with identifying clear overlap between PBIS, and Caring School Communities curriculum.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p style="text-align: center;">(SELLS NEEDS ASSESSMENT)</p>	<p><i>Designated ELD, integrated ELD. GLAD professional development for teachers.</i></p>	<p><i>Our students show limited growth in SRI.</i></p>	<p><i>Block scheduling for ELD, teachers are still becoming familiar with Designated ELD curriculum</i></p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Garfield Elementary School

School ID: 118

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-61.7	-54.2	-46.7
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
Theory of Action for Language & Literacy Priority:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, newcomers, and monitor progress towards IEP goals) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, newcomer) students on ELA formative and summative assessments (F&P, On Demand Writing, SBAC, SRI).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		E1: DOK 3 and 4 questions in lesson plans and provide sentence stems for English Language Learners . Admin and coaches will conduct observations and provide feedback	

1-2	T2: Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for ELLs, African American, Low Income, GATE students, newcomers, and monitor progress towards IEP goals.	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	We will differentiate Language Arts instruction for our ELLs and African-American students, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction
1-3	T3: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L3: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	E3: Posted class wide data trackers and benchmarks, parents have access to individual student data and benchmarks
1-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	E4: Teachers hold one to one parent meetings and Academic Parent Teacher Team Meetings
1-5	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	E5: Teachers analyze student work and data during PLCs and data conferences with admin and agree upon next instructional steps
1-6	T6: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L6: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	E6: Teachers participate in PD and use data and assessments to adjust instruction.

1-7	Garfield will identify and recommend students to participate in EBAYC's and Super Stars Literacy after school program based on student goals/progress. Goals will be in alignment with data shared during APTT nights.	Principal, Literacy Coach and teachers will identify students and recommend students for participation in Garfield's after school programs.	Students participating in the afterschool program will receive additional reading support
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Within three years, we will increase the overall math proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-59.7	-49.7	-39.7

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.
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Theory of Action for Standards-Based Instruction Priority:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery with a focus on monitoring progress for ELLs, African American, Low Income, newcomers, and students with disabilities.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	E1: Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Principal will conduct classroom observations and walk-throughs

2-2	T2: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L2: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	E2: Teachers will meet weekly with a math coach to adjust classroom and grade level instruction and identify a math focal group for each math unit
2-3	T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L3: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	E3: Teachers will participate in a weekly math PLC
2-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	E4: Teachers hold Academic Parent Teacher Team Meetings with a focus on math skills and student goals

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture & Climate	Within three years, we will increase the overall attendance percentages of all our students including subgroups (Low-income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES)			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	African American Students	93.8%	94.7%	95.7%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	E1: Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes
3-2	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	E2: Decrease of number of URFs and identify additional supports for African American boys such as Manhood Development Class and prioritize check in and check out for students with multiple suspensions
3-3	Garfield will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Garfield's attendance challenge and particular focus will be on increasing attendance rates for Garfield's African American and Latino students.	Principal and Leadership Team allocates time for Kindergarten engagement workshops	Increase in positive attendance for our Transitional Kindergarten and Kindergarten students
3-4	Garfield will provide free breakfast and lunch services to low income students	Principal and leadership team will adjust schedules to include time for 'Breakfast after the Bell'	Low income students will have breakfast in class and teachers will facilitate food distribution each morning

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	English Language Development	Within three years, we will increase reclassification rates for our English Language Learners.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	11.0%	14.0%	17.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor LPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.		
Theory of Action for English Language Learners Priority:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	T1: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L1: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	E1: Evidence of scaffolds for English Language Learners including sentence frames and posted vocabulary
4-2	T2: Teachers lead English Language Learners in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L2: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	E2: Teacher and parent complete English Language Learner snapshot during parent-teacher conferences
4-3	Classrooms with newcomer students will hold regular community morning meetings to nurture a welcoming environment and help develop and strengthen peer relationships.	ELD Coach will facilitate PD on welcoming newcomers, GLAD strategies and integrated ELD.	Teachers will receive PD on facilitating welcome morning circles and newcomer morning circles. Teachers will assign a buddy to a newcomer student who speaks the same primary language to help support navigate the new school system and environment. Teachers will review school wide systems and expectations.

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 118

School: Garfield Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$210,826.35	After School Education & Safety (ASES)	Contract with afterschool provider	Culture & Climate	A1.6 After School Programs	5825				118-1
\$3,095.93	General Purpose Discretionary	Classified overtime	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2225				118-2
\$1,857.56	General Purpose Discretionary	Translation services	Culture & Climate	A6.5 Academic Parent-Teacher Communication & Workshops	2420				118-3
\$28,214.93	General Purpose Discretionary	Supplies	Literacy	A2.9 Targeted School Improvement Support	4310				118-4
\$6,000.00	General Purpose Discretionary	Refreshments	Culture & Climate	A6.4 Parent/Guardian Volunteer Support	4311				118-5
\$20,000.00	General Purpose Discretionary	Contracts with SEEDS of Awareness Counseling and Super Star Literacy	Culture & Climate	A5.2 Health and Wellness (Mental & Physical Health)	5825				118-6
\$4,000.00	General Purpose Discretionary	Maintenance agreement	Culture & Climate	A5.3 School Facilities	5826				118-7
\$20,000.00	General Purpose Discretionary	Licenses for ST Math, Imagine, and Fast Forward	Mathematics	A3.1 Blended Learning	5846				118-8
\$500.00	General Purpose Discretionary	Postage	Culture & Climate	A5.4 Root Causes of Chronic Absence	5910				118-9
\$34,456.59	General Purpose Discretionary	TSA Instructional Facilitator	Literacy	A2.9 Targeted School Improvement Support		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.38	118-10
\$697.00	LCFF Concentration	Supplies to support academic acceleration	Mathematics	A3.1 Blended Learning	4310				118-11

\$24,303.00	LCFF Concentration	School psychologist	Culture & Climate	A5.2 Health and Wellness (Mental & Physical Health)	5734				118-12
\$12,383.70	LCFF Supplemental	Teacher extra pay to support academic acceleration	Literacy	A2.10 Extended Time for Teachers	1120				118-13
\$4,334.30	LCFF Supplemental	Subs to support academic acceleration	Culture & Climate	A2.9 Targeted School Improvement Support	1150				118-14
\$10,414.40	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A2.3 Standards-Aligned Learning Materials	4310				118-15
\$30,000.00	LCFF Supplemental	Contract with HERO for support program for students	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				118-16
\$47,716.12	LCFF Supplemental	STIP to support release time for collaboration and intervention	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0620	1.00	118-17
\$50,938.45	LCFF Supplemental	Instructional Facilitator for English Language Learner Support	English Language Development	A4.4 Teacher Professional Development focused on English Learners	1119	TCHR INST FACILITATOR 10 PAY	TC10IF0019	0.45	118-18
\$56,218.64	LCFF Supplemental	TSA Instructional Facilitator	Literacy	A2.9 Targeted School Improvement Support	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.62	118-19
\$59,440.82	LCFF Supplemental	Science Teacher	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2546	1.00	118-20
\$65,472.96	LCFF Supplemental	Instructional support for Academic Acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2679	1.00	118-21
\$66,436.97	LCFF Supplemental	Prep teacher to support academic acceleration and language development	English Language Development	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2629	1.00	118-22
\$3,184.59	Title I: Basic	Surplus	n/a	n/a	4399				118-23

\$56,598.28	Title I: Basic	Instructional Facilitator for English Language Learner Support	English Language Development	A4.4 Teacher Professional Development focused on English Learners	1119	TCHR INST FACILITATOR 10 PAY	TC10IF0019	0.50	118-24
\$88,551.04	Title I: Basic	Instructional Facilitator for Academic Acceleration	Mathematics	A2.9 Targeted School Improvement Support	1119	TCHR INST FACILITATOR 10 PAY	TC10IF0022	0.80	118-25
\$2,648.15	Title I: Parent Participation	Supplies	Culture & Climate	A6.3 Professional Learning for School Site Councils	4310				118-26
\$500.00	Title I: Parent Participation	Refreshments	Culture & Climate	A6.1 Parent/Guardian Leadership Development	4311				118-27
\$500.00	Title I: Parent Participation	Babysitting	Culture & Climate	A6.1 Parent/Guardian Leadership Development	5826				118-28



Title I School Parental Involvement Policy 2017-18 (Blue fonts indicate an area that needs to be completed)

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

Involvement of Parents in the Title I Program

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

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

Inform parents of their schools participation in the Title I Program. Explain the requirements of the Title I 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 I Plan. Monthly SSC meetings review role of Title 1 funds and our site plan. Annual Title 1 Night Site English Language Learner Meetings review Title 1 funds and their use

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

Site English Language Learners Subcommittee--Meetings 2nd Wednesday 9a-10a
SSC Meetings, 2nd Thursday of the month, 3:30-5:00p
African American Advisory Council, 1st Friday of the month 9a-10a
Parent Action Team Meeting-2nd Wednesday of the month 5:30-7:00p
Monthly Parent/Principal's Coffee - 1st Wednesday of the month, 9am - 10am
Monthly Special Education Advisory Council Meetings--3rd Friday of the month, 9a-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.
(In the box below, briefly describe or bullet how this happens at your school.)

Send home survey of school priorities
Review and vote on Title one funds during school site council



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

Monthly SSC meetings review role of Title 1 funds and our site plan
SELL Meetings review Title 1 funds and their use; Monthly African American Advisory Council Meetings; Monthly Parent Action Team Meetings; Monthly Special Education Advisory Council 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.
(In the box below, briefly describe or bullet how this happens at your school.)

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; Fall APTT Data Night Spring APTT Data Night; Meetings with teacher and principal by request; Monthly SSC Meetings; Monthly EL Advisory Council (aka ELAC) Meetings; Monthly African American Advisory Council Meetings; Monthly Parent Action Team Meetings; Title 1 Night

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

School-Parent Compact

(Name of school) 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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) 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

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

Families are engaged at Garfield elementary in large group whole school setting, such as back to school night, smaller group family settings – SSC, SELL 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.

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

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, SELL, 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.

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

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.

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

At Garfield families can get involved in learning about the Title 1 program through the SSC, SELL, 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.

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

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

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

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

SSC and SELL meetings are primary vehicles to support 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.

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

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



Adoption

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

This policy was adopted by the (Name of School) Garfield Elementary School Site Council on (Date) 9/21/17 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (Name of school) Garfield Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

[Handwritten Signature]
(Principal's Signature)

9/21/17
(Date)

Garfield Elementary School

1640 22nd Avenue Oakland, CA 94606

Tel: (510) 535-2857

www.ousd.org/garfield

What is a Family School Compact?

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

Communicating About Student Learning

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

Focused Five

1 Beginning of Year 1:1 Meeting

2 Report Card 1:1 Meetings

2 Academic Parent Teacher Team (APTT Meetings)

Families as Partners

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

- **Principal's Coffee:** Principal reports on school-wide functions in an open forum for parents. Second Wednesday of the month, 9-10am in Room 210
- **African American Advisory Council:** Parents and teachers collaborate to improve academic achievement for African-American students. First Thursday of the month from 5:45-7:00 in Room 210
- **ELAC/SELLC:** Parents and teachers collaborate to improve reclassification rate for our English Learners. Second Friday of the month from 9-10:15am Room 210
- **Parent Action Team:** Parent and teacher leaders working to improve student achievement. Second Wednesday of the month from 4-5:15pm, Room 210
- **School Site Council:** Parents and Teachers working to improve overall school operations. Third Thursday of the month from 3:30-5:00pm in Room 210
- **Special Education Advisory Council:** Parents and teachers working to ensure an inclusive and nurturing environment for students with unique learning needs. Third Friday of the month from 9-10am Room 210

Teachers, Families and Students – Our Compact

Garfield faculty and families agree that faculty, families and students must work together in partnership to ensure all Garfield scholars meet or exceed goals for academic achievement .

At School

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

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

Teacher initials _____

Regular and Meaningful Communication: Garfield teachers will provide families :

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

Teacher initials _____

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

Teacher initials _____

At Home

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

Parent/Guardian Initials _____

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

Parent/Guardian Initials _____

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

Parent/Guardian Initials _____

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

Parent/Guardian Initials _____

Garfield Scholars

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

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

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

Student Initials: _____

Garfield
School Name

Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



2017-2018
School Site Council Membership Roster – Elementary

School Name: Garfield Elementary

Chairperson : Thomas Jakubek
Vice Chairperson: Hope Altman
Secretary: Danielle Kerr

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Hassan Brown				X
Danielle Kerr		X		
Xochitl Urciaga				X
Nikha Williams				X
Evelynne Cannon Wright				X
Hope Altman		X		
Mauricio Cisneros				X
Alicia Arenas	X			
Gerce Guixa-Casellas			X	
Thomas Jakubek		X		

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

SSC Legal Requirements: (Ed. Code 52852)

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

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