OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
              Allen Smith, Chief of Schools
              Vernon Hal, Senior Business Officer
              Ruth Alahydoian, Chief Financial Officer
              Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Garfield Elementary School.

2016-2017 Single Plan for Student Achievement (SPSA)

School:	**Garfield Elementary School**
CDS Code:	1612596001846
Principal:	Nima Tahai
Date of this revision:	5/11/2016

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:	Nima Tahai	**Position:**	Principal
Address:	1640 22nd Avenue	**Telephone:**	510-535-2860
	Oakland, CA 94606		nima.tahai@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

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	_(signature)_	5/28/15
Print name of School Principal	Signature	Date
Thomas A-Jakubek	_(signature)_	5-28-15
Print name of SSC Chairperson	Signature	Date
Sondra Aguilera	_(signature)_	5.25.15
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian	_(signature)_	5-26-15
Susana Ramirez, Director, State & Federal Programs	Signature	Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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
1/28/2016	SSC	Discussed the priorites for site planning and funding for 16/17
1/15/2016	Faculty	Staff feedback on school priorities for 16-17
2/11/2016	SSC	Discussed the site plan and approved funding priorities for 16/17
5/12/2016	SSC	Final approval of 16-17 site plan

2016-2017 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 Base #0000**	$162,082.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$330,093.29	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:	**$710,739.88**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$122,946.90	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$3,151.61	TBD
21st Century Community Learning Centers (FTE only) **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$126,098.51**	**$0.00**

ABOUT THIS SCHOOL

School Description

Garfield Elementary is a Full Service Community School striving to achieve our vision of preparing all of our scholars for college graduation and success in life. Garfield has a heavy emphasis on all scholars reading on grade level, and supporting our families and scholars by providing individualized support in literacy for all scholars. Garfield is also a leader in Oakland around supporting student learning through access to technology - all students have daily access and time on the computers to support their learning. Garfield offers music, science lab, technology lab and physical education for all TK-5th grade students. Garfield has many parent leadership structures and hosts once a month parent/teacher gatherings that focus on the academic growth and development of students

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

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	**Literacy**
Major Improvement Priority #2:	**English Language Development**
Major Improvement Priority #3:	**Blended Learning implementation in service of allowing for small group instruction**

MAJOR IMPROVEMENT PRIORITY #1:   Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
SRI Growth of 9% for all AA students (blue on SPF)	SRI Growth for EL students (-.10%) (red on SPF)
SRI Growth of 5.8% for low-income students (green on SPF)	SRI Growth for SWD student (1.10%) (orange on SPF)
SRI Growth of 5.6% for all students (green on SPF)	SRI overall of 32.4% for the school (orange on SPF)

ROOT CAUSE ANALYSIS for Priority #1

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

Garfield's data indicates the need for a greater awareness and aligned supports for English Learners throughout the school. Garfield has invested in the development of literacy practices that align with Lucy Calkin's Reader's/Writer's Workshop and with full implementation that school is seeing that the EL population is a sub group that is not yet making the gains expected with the implementation of this curriculum. Garfield is recognizing that designated ELD practices and supports are not extending throughout the school day and that there is a need for explicit integrated ELD expectations for all teachers throughout the day. The root cause for this gap is a mis-aligned theory of action that if teahers received high levels of designated ELD support then teachers would extend those practices through all parts of the day. The school now needs to name this challenge and respond by: 1. Naming integrated ELD as a priority for the upcoming school year - calling out specifically that ELD needs to happen through all parts of the day. and 2. Providing teachers support to do this well by providing explicit ELD teaching/planning strategy support to all teachers usign curriculum from all parts of the day. (ex: taking lesson plans for the Reader's/Writer's workshop and going through and aligning EL practices)

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

The root cause for this gap in our student achievement is a missed opportunity by school leadership to specifically name this as a priority - up until this point. The belief was that if Garfield teachers were supported in designated ELD instruction that all ELs would improve academically and this missed opportunity was providing adequate support and expectations for teachers to consistnetly implement ELD practices throughout the school day. Garfield has transitioned from having a spanish-bilingual program to an english only model, and in this transition has spent more time evaluating the needs of all ELs and not just the bilingual program. With this broader scope, we have learned that our teachers and students need greater support to implement a high quality program for ELs throughout the day. It is now time to align our entire school culture and resources to the mission and mantra of ELD instruction and support all day long. (as oppose to just during ELD time)

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal *(required)*	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	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.	SRI	English Learners	32.4%	37.4%	42.4%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals *(optional)*	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	DECREASE School-wide (2nd-5th grade) the percent of 2nd-5th graders demonstrating reading performance at multiple years below.	SRI	English Learners	43%	38%	33%	3: Students are reading at or above grade level.

Academic	INCREASE Percent of 2nd graders demonstrating reading performance at or above grade level. This is a measure of how effictive our literacy work is in Kindergarten and 1st grade.	SRI	English Learners	23%	28%	33%	3: Students are reading at or above grade level.
Academic	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.	SRI	English Learners	40%	35%	30%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	*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, small group instruction).*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices *People ׀ Teams ׀ Time ׀ Resources*
All Kinder-5th grade teachers implementing Reader's Workshop aligned to the common core state standards and differentiated to meet the independent reading levels of all scholars - including providing access to scholars below grade level (lower performing students). (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.

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 and/or pulling small groups 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 weekl 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.
K-2 teachers will implement RIME MAGIC as a curriculum supplement to phonics and early literacy work of our existing OPEN COURT curriculum.	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. - with particular focus on high interest books with characters that have the same demographics as our scholars.
Garfield teachers in K-2 will implement adaptive technology (Istation or Lexia) as part of a blended learning block that prioritizes teachers pulling a small group for guided reading, while other scholars are engaged in centers or adaptive technology servings as a 2nd teacher in the room.	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.

Garfield teachers (with the support of literacy coaches) will continue to 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 below a , we are now working to respond to that data during Guided Reading time with a focus on phonics at the beginning of each leasson for pulled groups.	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 - specifically implementing a K-2 literacy focused curriculum (istation pilot in 15-16, possible Lexia pilot in 16-17). In 3rd-5th ongoing implelentaiton and systems creation around Accelerated Reader as an accountability tool and student celebration tool. Working with teachers to determine if there is time in the schedule and a need for a 3-5 focused literacy program (NewsELA, Lexia?)	Professional Partnership/ Teacher Retention Strategy - Garfield will be entering year 2 of a partnership with Teacher's College (The Reading and Writing Project). Garfield is investing in the professional development of our teachers by experts in the field to help accelerate teacher practices in the area of teaching reading and writing, while also demonstrating a deep investement in the growth and develompent of our teachers as a retention strategy.
Teaching Practices to support EL/AA students will focus on small group instruction and ongoing data analysis to determine the accelration of these two sub-groups and the small gropu instruction that needs to take place in class to address needs. Teachers will meet with admin to review running records and determine MSV and comprehension challenges that will then be directly addressed in the small group instruction.	Holding weekly literacy celebration assemblies (AR) for scholars meeting reading expectstions in 3rd-5th grade, continue exploring how to expand this to Kinder-5th grade in 2016-2017.	Garfield is partnering with Faith Network, Faith Network and Jewish Literacy Coalition to provide targeted pull-out intevention for our AA student performing below grade level. This is a key strategy in providing additional resources to our school's lowest performing racial/ethnic group
	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.	Garfield is partnering with Superstars literacy to provide school day reading intervention and after school reading intervention to our scholars in Kinder and 1st grade performing below grade level.
		Garfield is paying extended contract to a 4th grade teacher and a 5th grade teacher for 2 days/week of after school literacy intervention for scholars who are not meeting their weekly reading goals (as determined by data from AR)
		TGDS alternate observer stipend
		Surplus TBD by new Principal
		Stip sub to provide coverage for TGDS evaluation

MAJOR IMPROVEMENT PRIORITY #2: English Language Development

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
ON SPF Reclassification Overall - Garfield received a score of 3, with a reclassification rate of 13.2%	On SPF SRI Growth - ELs received a score of 1, with negative .1% growth in SRI
	On SPF SRI Overall - ELs received a score of 1, with only 11.3% of scholars proficient on SRI
	On SPF Reclassiciation Growth - ELs had -1.3% growth compared to the number of students that reclassified the previous year

ROOT CAUSE ANALYSIS for Priority #2

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

Garfield's student performance data indicates that we need to refine and further develop our practices to support the literacy development and reclassification of our English Language Learners. Despite Garfield demonstrating an overall score of 4 on the SPF for literacy growth, our ELs received a score of 1 with a negative .1% overall growth. This tells us that our literacy practices are working for all other sub-groups but that we need to take a closer look at the Reading Workshop model for supporting our English Learners. We need to support our teachers developing more EL specifics strategies to fit into the workshop model. Furthermore, our reclassification data also indicates that Garfield must refine and further develop our practices to support the reclassification rate of our English Language Learners. Despite an overall rating of 3 for reclassification with a 13.2% rate, Garfield received a score of 1 on overall growth with negative 1.3% improvement in reclassification. This tells us that we have some existing practices that are supporting some to reclassify and that we need to build on those practices and evaluate any recent changes we have made that have resulted in negative improvement over the course of the previous school year. Data Analysis indicates that support of ELs should be a major focus for the school in 16-17.

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

At the time of the SPF data was collected, Garfield had just finished our first year with the support of an ELD coach. The focus of our first year was building an awareness for ELD with three focus areas:
1. Supporting teachers to use Language Data to drive designated ELD instruction (ADEPT, CELDT, Systematic ELD imbedded quick assessments)
2. Supporting teachers to implement the designated ELD curriclum with fideltity (Systematic ELD and designated ELD happening per a set schedule)
3. Supporting teacehrs and families to develop an increased awareness of the importance and requirements for reclassification (Training ELAC and monitoring reclassification with teachers and SRI/CELDT)

The school's theory of action was - IF we support our teachers to develop their skills in designated ELD, THEN those skills will transfer throughout the rest of the day and that would serve as our strategy for developing integrated ELD. After reviewing our data and studying schools that have higher reclassification rates (UPA, TCN), Garfield has determined that our theory of action needs to be revisited. The skills that teachers are learning in their ELD PLC focused on designated ELD are not transferring over to create integrated ELD throughout the rest of the day. We now realize that we need to be intentional about naming the integrated ELD strategies we expect to see in every classroom and supporting teachers to meet those expectations. Our plan now includes an additional layer to our designated focus, which will be asking teachers to explicitly plan for and implement EL strategies throughout the day for an integration of ELD.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase by 10% the reclassification rate from the prior year.	EL Reclassification	English Learners	12.9%	12.5%	13.5%	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Students (K-3rd) will move one English language proficiency level as measured by ADEPT	EL Reclassification	English Learners	38%	48%	58%	4: English learners are reaching English fluency.
Academic	Decrease Percentage of students that do not show progress moving from Intermediate for at least two consecutive school years (1st-3rd) by 10% as measured by ADEPT	EL Reclassification	English Learners	No Baseline	30%	20%	4: English learners are reaching English fluency.
Academic	Increase Percentage of students moving from Intermediate level to Early Advanced proficiency level in 3rd grade by 10% as measured by ADEPT	EL Reclassification	English Learners	65%	75%	85%	4: English learners are reaching English fluency.

Academic	Students (3rd) will improve vocabulary acquisition as measured by Discussions for Learning unit assessments	EL Reclassification	English Learners	No Baseline	50%	60%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	*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.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices *People I Teams I Time I Resources*
Integrated ELD strategies that will be used schoolwide: Use drawing and visuals and provide sentence frames and anchor charts that support SEL skills and oral language during partnerships and whole group discussion.	Garfield leadership will clearly name integrated ELD as a focus for supporting ELs next year. In order to support the success of these teacher practices, school leadership will clearly name these priority strategies as high impact strategies we expect (and our scholars need) implemented TK-5. Leadership will also ensure that teachers are receiving on going professional development in this areas and that they are also receicing observation/feedback to provide them opportunities to reflect on the success of implementation.	Teachers will had dedicated planning time each week in K-3 to focus on designated and integrated ELD time with a coach. 4th-5th grade teachers will have an EL focus throughout the year in their twice a week literacy PLCs to bridge the gap between planning for literacy and planning for language - we will promote planning for literacy and language throughout the organization.
Designated ELD: Teachers in K-2nd grade will implement Systematic ELD curriculum during designated ELD time. 3rd grade will implement Discussions for Learning.	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.
Kinder-3rd Grade Teachers will teach ELD for 40 minutes 4 times a week (in 4th/5th there will be differentiated supports in place outlined under Leadership Practices)	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, work with teachers, families and students to raise awareness and motivation to meet reclassification targets.	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
Teacher will be planning literacy with an EL lens and expected to include in their plans the non-neogiable high impact language practices that the school is naming as a priority for instruciton.	Garfield will support our literacy coaches by having them meet and be trained by our ELD coach, with the plan that our literacy coaches can develop a great EL lens for all of our literacy practices. Currently literacy planning and ELD planning is happening separetely and the unintended consequence is that teachers are compartmentalizing their support and integration of ELD practices is not happening.	Benefits for staff paid for out of LCAP Supplemental
	Garfield is researching best practices to support Newcomers as part of the Fall Call Newcomer application process. With funds supported by the district, Garfield is engaging families and staff to explore models that will best support all newcomers.	Teacher sub release time for assessments
	Garfield is engaging the ELAC in an action of cycle to study and learn from schools that have higher reclassification rates. Visits to Think College Now and Urban Promise Academy in 15-16 will inform priorities for supporting ELs school-wide in 16-17.	Benefits for staff paid for out of LCAP Concentration
	4th Grade ELD Plan will be differentiated - Scholars with CELDT scores of 1 will go do differentiated ELD during 3rd grade block - led by our ELD coach - using Systematic ELD (possibly pilot REACH with the district) - Scholars with CELDT scores of 2 or 3 will be enrolled in a morning BOOST program, in classes of 10 students each, using the curriculum 3D	School Psychologist to support with SSTs and student mental health coordination of services

	5th Grade ELD Plan will be differentiated - Scholars with CELDT scores of 1 will go to differentiated ELD during 3rd grade block - led by our ELD coach - using Systmatic ELD (enrolled with our 4th graders with similar language abilities) - Scholars with CELDT scores of 2 or 3 will be enrolled in a school day BOOST program, led by our 3rd-5th grade literacy coach (class size approx 20) - using the curriculum discussions for learning	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.
	Scholars in 4th and 5th grade that have passed CELDT but have not met the SRI cut-off score, will be enrolled in school day (or extended day) reading clubs - focused on building literacy skills.	Garfield will host an after school program for 1st-5th graders, partnering with EBAYC, focused on math homework support and independent reading time.
		Garfield partners with the refugee office to provide intervention to refugee students with a staff member trained in ELD strategies supporting newcomers
		Garfield has developed a pull-out literacy and language development intervention for all new-comer students with literacy intervention teacher
Teachers will assign a buddy to a newcomer student who speaks the same primary language to help support navigate the new school system and enviornment		TGDS Alternate Observer Stipends
Classrooms with newcomer students will hold regular community morning meetings to nurture a welcoming environment and help develop and strenghten peer relationships		Garfield community schools manager will hold 1 to 1 meetings with families that are homeless and foster youth - both returning students and new student enrolled in the district.

MAJOR IMPROVEMENT PRIORITY #3: Blended Learning implementation in service of allowing for small group instruction

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
As of March 2016, Garfield has highest rate of STmath implementation in the district out of 14 pilot sites (45.3% out of 63% expected syllabus completion)	Garfield has not been able to invest enough time for teacher professional development around utilizing adaptive technology data to inform their instruction. Programs are up and running and we are not consistently using the data they provide us.

Garfield has identified and is implementing 4 targed adaptive technology programs, and 1 progress monitoring program: 1. STmath (for K-5 math) 2. Istation (for K-2 literacy) - pilot, may explore Lexia next year 3. Fast Foword (K-2 ELD) - pilot, may explore Imagine next year 4. Imagine Learning (All Newcomers) 5. Accelerated Reader (2nd-5th graders, literacy quizzes that determine if scholars are reading enough)	Garfield scholars, on occasion, are not engaging appropriately with technology - visiting other websites of interest rather than completing assigned tasks

ROOT CAUSE ANALYSIS for Priority #3

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

The data indicates that Garfield is on the forefront of district schools with habits around implementation of adaptive technology to support student learning. Garfield has been able to mobilize staff, families and students to develop and understanding that technology can serve as an additional teacher, while primarily in service of allowing classroom teachers to pull small groups or further differentiate while scholars on engaged on adaptive technology. Garfield is making the developmental milestones of a school gradually integrating adaptive technology into our instructional day. We have implementation - the next steps are further training for teachers around the use of data from these programs, teaching students about cyber-safety and ensuring that the adaptive programs we have are properly evaluated to determine if they are meeting the academic needs of our scholars.

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

Root Causes for challenges identified come primarily around time alloted for both teacher professional development and then classroom time for student instruction and support. Underlying that challenge is the challenge of prioritizing this as a top instructional strategy for the school. As a school that is deeply invested in Reader's/Writer's workshop for teacher PD and layering in additional support for integrated ELD - the question comes - is this important enough to take teacher time fo make it a focus and/or how do we integrate it into other exisitng PD structures. Additionally - can we continue to slowly integrate technology into the school, while promoting early adopters becoming experts in the area and helping teach their colleagues - approaching this priority area as a secondary focus. Knowing it may take us longer to reach full mastery, and accepting that a gradual implementation continues to give us benefits we otherwise would not have by leaving it out as a priority altogeher. Questions to explore - how can our blended learning specialist meet reguarly with teachers to help them make sense of their data, how can we integrate looking at adaptive technology data in existing PLCs to support the regular practice of utilizing this data source, how can even our Math PD structure and staff meetings continue to raise awareness for staff and provide structured time to do this work.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal *(required)*	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

	Garfield Elementary will adopt a blended learning approach, in service of increasing the amount of small group instruction (utilizing technology as well as direct teacher instruction) to support students increase proficiency in reading, math and english language development.	SBAC ELA	English Learners	20% of staff engaging in small group instruction	80% of staff engaging in small group instruction	100% of staff engaging in small group instruction	2: Students are proficient in state academic standards.
Goal Area	**Related Sub-Goals** *(optional)*	**Related Indicator**	**Focal Student Group**	**2014-2015 EOY Baseline**	**2015-2016 EOY Target**	**2016-2017 EOY Target**	**Related LCAP Goal**
Academic	Garfield scholars will build computer technology proficiency skills, as measured by all 5th graders typing 25 words per minute with 90-100% accuracy.	SBAC ELA	English Learners	No Baseline	25%	50%	2: Students are proficient in state academic standards.
Academic	Garfield scholars will build math proficiency, as measured by Garfield scholars completing 70% of the STmath curriculum by April 2016.	SBAC Math	English Learners	49%	70%	90%	2: Students are proficient in state academic standards.
Academic	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.	SRI	English Learners	42%	75%	96%	2: Students are proficient in state academic standards.
Academic	Garfield Elementary will increase the number of scholars accessing technology at home (in service of completing STmath homework), 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.	SBAC Math	English Learners	Do not have an accurate /reliable measure to this goal	Do not have an accurate /reliable measure to this goal	Do not have an accurate /reliable measure to this goal	6: Parents and families are engaged in school activities.
Academic	Garfield "new comer" scholars will build English Language proficiency, as measured by 100% of "newcomer scholars" accessing adaptive technology (imagine learning) language based program to provide opportunities for intervention and mastery of the English Language.	EL Reclassification	English Learners	No Baseline	70%	100%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:	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.

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices *People l Teams l Time l Resources*
1. Kinder-5th grade teachers adopting a "math workshop" style of math instruction that allows for centers based instruction that includes teacher small group instruction, the use of adaptive technology (stmath) and a 3rd center based on teacher discretion. Teachers will group scholars in small groups based on recent assessment data and use ongoing assessment data to keep gropus flexibile.	Identify "early adopters" of the math workshop style - and have other teachers go and observe to gain a better understanding of what it looks like and what the behind the scenes planning looks like to get it up. Use a soft-roll out approach to encourage teachers to adopt, rather than strict expectations that demand. Letting teachers know - this Spring (2016) is a soft roll-out with the expectation of adoption starting Fall 2017.	The biggest liability to getting this going is making sure teachers have access to the tecnology they need - purchasing enough chromebooks to allow for this to happen and the locking/storage tools for it to get locked up appropriately will be important. Ensuring that teachers have the "push-in support" from blended learning specialist to help get this program off the ground.
2. All 3rd-5th grade students are getting 50 minutes/week of Typing club in the computer lab with our technology teacher to build typing skills for the SBAC	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)
3. All Kinder-2nd grade students are getting an additional 50 minutes/week of STmath in the computer lab with our technology teacher	Garfield was awareded a planning grant or NGLC in 14-15 and did not earn the implementation grant in 15-16, school leadership will continue exploring opportunities as an NGLC school site to support expansion of technology plans (including purchasing chromebooks, blended learning specialist and tech programs)	We will continue to offer a technology prep to all Kinder-5th grade students.
4. 75% of all Kinder-2nd grade teachers/classrooms have piloted Istation early literacy adaptive technology program - the school is determining if we go with istation again or Lexia next year	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.

5. 100% of our "newcomer" Engish Learners will pilot the Imagine adaptive technology langauge based program in partnership with the OUSD EL Department	Garfield will monitor implementation of STmath course completion, student use of AR, student performance in Imagine Learning, Istation and Fast Foword	Garfield will continue spending site funds to purchase STmath, Accelerated Reader and will prioritize funding for an early liteacy progarm (Istation or Lexia pilot TBD), and Language Development Progam (Fast Foword or extended Imagine pilot TBD).
6. 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 support the implementation of adaptive technology (Istation, STmath, FastFoword, Imagine Learning)	Garfield will continue piloting effective early literacy programs (determining if we stick with istation or move to Lexia, determining if we stick with Fast Foword or move to Imagine Learning for all)	Garfield will continue to participate in NGLC cohort and distirct blended learning cohort to learn more about software, hardware and organizational practices - while continuing to explore funding opportunities.
7. Scholars in Kinder-2nd grade using Fast Foword as a supplement to ELD instruction during designated ELD, allowing for ELD small group instruction.	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 Parent Action Team will continue the cycle of action started in Fall 2015 that is leading to the desire of having parent volunteers in the classroom to support blended learning time - with a focus on helping keep students focused and on track.
8. All Kinder-5th grade scholars using STmath at school and assigned STmath homework to support with course completion.	Garfield Technology teacher and blended learning specialist will lead teacher PD on understanding data from various adaptive technology programs. - with a focus on "now we have the data, what do we do with it?"	Garfield will build in teacher professional devopment around computer liteacy - with an advanced focus on how to best access data and best practices around adaptive sofware programs used to support students (STmath, AR, Istation, Imagine)and a foundatoinal focus of computer basics - (Google Drive, E-mail, Calendar)
	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.	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.
	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.	Copy Equipment Maintentance
		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
		Restorative Justice coordinator to help lead restorative justice circles and address common school wide behavioral challenges.
		After School Program

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$193,564.59	After School Education & Safety (ASES)	After School Program	After School Program	A1.6: After School Programs	5825	n/a	n/a	n/a	118-1	118
$56,631.54	General Purpose Discretionary	1.0 FTE Technology Teacher	We will continue to offer a technology prep to all Kinder-5th grade students.	A2.10: Extended Time for Teachers	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2302	1	118-2	118
$37,500.00	General Purpose Discretionary	0.5 FTE of Restorative Justice Coordinator	Restorative Justice coordinator to help lead restorative justice circles and address common school wide behavioral challenges.	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	118-3	118
$40,000.00	General Purpose Discretionary	Supplies	Funding priority - making sure classroom libraries are robust and continue to be re-stocked- making sure teachers have materials for centers, etc. - with particular focus on high interest books with characters that have the same demographics as our scholars.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	118-4	118
$27,950.46	General Purpose Discretionary	Surplus TBD by New Principal	n/a	n/a	4399	n/a	n/a	n/a	118-5	118
$740.00	LCFF Concentration	Surplus TBD by New Principal	n/a	n/a	4310	n/a	n/a	n/a	118-6	118
$24,260.00	LCFF Concentration	Psychologist	School Psychologist to support with SSTs and student mental health coordination of services	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	118-7	118
$5,763.55	LCFF Supplemental	Noon Supervisor	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0083	0.201	118-8	118
$6,095.00	LCFF Supplemental	Noon Supervisor	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0102	0.267	118-9	118
$6,905.78	LCFF Supplemental	Noon Supervisr	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0082	0.267	118-10	118
$77,954.69	LCFF Supplemental	Literacy Coach	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.	A3.4: Teacher Professional Development focused on Literacy	n/a	TCHR IF 11 MONTH - 12 PAY	TC11IF0006	0.65	118-11	118
$62,936.92	LCFF Supplemental	Literacy Coach	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.	A3.4: Teacher Professional Development focused on Literacy	n/a	TCHR BILINGUAL	TCHBIL0156	1	118-12	118
$144,000.00	LCFF Supplemental	Contracts for - Teacher's College, HEROs, SSL, Counseling, Blended Learning Tech, Management Coach	6. 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 support the implementation of adaptive technology (Istation, STmath, FastFoword, Imagine Learning)	A2.5: Teacher Professional Development for CCSS & NGSS	5825	n/a	n/a	n/a	118-13	118
$6,300.00	LCFF Supplemental	Copy Machine Maintenance Agreement	Copy Equipment Maintentance	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	118-14	118
$9,000.00	LCFF Supplemental	TGDS Alternate Observer Stipends	TGDS alternate observer stipend	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	118-15	118
$4,500.00	LCFF Supplemental	Sub Coverage for Kinder Testing	Teacher sub release time for assessments	A2.8: Data & Assessment	1150	n/a	n/a	n/a	118-16	118
$6,637.34	LCFF Supplemental	Surplus TBD by new Principal	n/a	n/a	4399	n/a	n/a	n/a	118-17	118
$21,000.00	Measure G (School Libraries)	Purchasing books for the school library	Funding priority - making sure classroom libraries are robust and continue to be re-stocked- making sure teachers have materials for centers, etc. - with particular focus on high interest books with characters that have the same demographics as our scholars.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	118-18	118

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$38,505.35	Measure G (TGDS)	Stip Sub to provide coverage for TGDS evaluations	Stip sub to provide coverage for TGDS evaluation	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0620	1	118-19	118
$1.69	Measure G (TGDS)	Surplus TBD by new Principal	n/a	n/a	4310	n/a	n/a	n/a	118-20	118
$640.00	Measure G (TGDS)	Surplus TBD by new Principal	n/a	n/a	1120	n/a	n/a	n/a	118-21	118
$56,580.18	Program Investment	1.0 FTE Science Teacher	All Garfield students, Kinder-5th grade will experience Literacy development through science instruction with a literacy/science specialist once a week.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0503	1	118-22	118
$600.00	Program Investment	Surplus	n/a	n/a	1120	n/a	n/a	n/a	118-23	118
$93.92	Program Investment	Surplus	n/a	n/a	4310	n/a	n/a	n/a	118-24	118
$103,049.15	Title I Basic	ELD Coach	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.	A4.1: English Learner Reclassification	n/a	TCHR INST FACILITATOR 10 PAY	TC10IF0019	1	118-25	118
$17,989.54	Title I Basic	Literacy Coach	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.	A3.4: Teacher Professional Development focused on Literacy	n/a	TCHR IF 11 MONTH - 12 PAY	TC11IF0006	0.15	118-26	118
$1,908.21	Title I Basic	Surplus	n/a	n/a	4399	n/a	n/a	n/a	118-27	118
$3,151.61	Title I Parent Participation	Parent Engagement - childcare, refreshments and translation	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.	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	118-28	118

Garfield Elementary School – Parent Compact 2015-2016

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.

<u>School Responsibilities</u> – **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

_____   _____
Parent Signature   Date

_____   _____
Student Signature   Date

Title I School Parental Involvement Policy   2015- 2016

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
    - Fall APTT Data Night
    - Spring APTT Data Night
    - 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.
    - Monthly SSC Meetings
    - 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.

- 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.
  - 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.
  - 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.
  - 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 2015-16 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 _____   1/14/16

Garfield Principal

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

School Site Council Membership Roster – Elementary

School Name: Garfield Elementary   School Year: 2015-16

Chairperson: Thomas Jakubek	Vice Chairperson: Nancy Sanchez
Secretary: Stephen Raser	*LCAP Parent Advisory Nominee: Dione Johnson
*LCAP EL Parent Advisory Nominee: Nancy Sanchez	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Thomas Jakubek		X		
Stephen Raser		X		
Abdul-Haqq Khalifah		X		
Mirna Sanchez			X	
Nima Tabai	X			
Nancy Sanchez				X
Dione Johnson				X
Evelyn Cannonwright				X
Jose Reyes-Zepeda				X
Lorena Rodriguez				X

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

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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15