

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Garfield Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Garfield Elementary School
CDS Code: 1612596001846
Principal: Alicia Arenas
Date of this revision: 6/5/2017

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
Address: 1640 22nd Avenue
Oakland, CA 94606

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Garfield Elementary School

Site Number: 118

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|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> 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: 04-20-2017

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:

Alicia Arenas

Alicia Arenas

Signature

4/20/17

Date

School Principal

Thomas Jakubek

Thomas Jakubek

Signature

04-20-2017

Date

Print name of SSC Chairperson

Sara Stone

Sara Stone MIT

Signature

5/12/17

Date

Network Superintendent

Marcus Silvi

Marcus Silvi

Signature

5/25/17

Date

Coordinator, Office of Accountability Partners

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2017	Literacy Coach	Shared rationale and overview of site plan, Literacy Coach provided input
12/14/2017	ELD Coach	Shared rationale and overview of site plan, ELD Coach provided input
3/20/2017	Faculty Meeting	Budget training and review budget summary including staff survey for school priorities for 2017-18. Documented feedback for SSC and Garfield's Lead Team.
3/2/2017	School Site Council	Budget review of 2017-18 Budget and parent survey of school priorities for 2017-18
4/20/2017	School Site Council	Review and Approval of 2017-18 SPSA

2017-2018 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	\$103,425.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$324,771.35	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$193,064.42	TBD
TOTAL:	\$646,260.77	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$92,539.58	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,099.02	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$95,638.60	\$0.00

PART A: ABOUT THE SCHOOL

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Increase by 10 percentage points the percent of students (3rd-5th grade) reading at or above grade level as measured by SRI. Reach goal is 15% increase.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	31.36%	36.36%	41.36%

Other Leading Indicators for Literacy:

All staff will monitor F and P data and participate in data talks. 3-5 grade will administer unit pre and post on demand reading assessments to determine small group instruction.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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<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>
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ROOT CAUSE ANALYSIS	
Garfield continues to experience a high staff turnover and a large number of teachers are in their first 3 years of teaching.	

MATHEMATICS PRIORITY:	Mathematics
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SCHOOL GOAL for Mathematics:

All staff will receive PD and participate in PLCs to build procedural fluency from conceptual understanding that will result in an increase in SBAC Math scores.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	18.53%	22.53%	26.53%

Other Leading Indicators for Mathematics:

SBAC as annual indicator, CEOU, End of Unit Assessments and Summative Tasks

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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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)	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
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ROOT CAUSE ANALYSIS

2016-17 is the first school year that Garfield is focusing on math as a instructional priority

CULTURE & CLIMATE PRIORITY: Culture & Climate

SCHOOL GOAL for Culture & Climate:

Garfield will show an increase by 10% in student culture and climate based on the California Healthy Kids Survey.

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	63.00%	68.00%	73.00%

Other Leading Indicators for Culture & Climate:

Students implementing caring school community skills and an overall decrease in referrals.

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
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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.

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.

ROOT CAUSE ANALYSIS

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.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

We want to see a 10% increase in parent/ family attendance in our Academic Parent Teacher Team (APTT) Meetings.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Family attendance at APTT meetings	All Students	n/a	Fall: 54%, Spring:48%	+10%

Other Leading Indicators for Family Engagement:

Attendance rates at Fall one to one, Fall APTT, December one to ones, February APTT, March one to ones. Attendance at our African American Advisory Council, our Parent Action Team, ELAC and Principal Coffees.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
<p>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 and 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. 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 thier 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. We have a Parent Center and two parent advocates who case manage our students who are at risk for chronic absenteeism.</p>	<p>One of our greatest assets is also a challenge for Garfield We now have 18 languages at our school site and providing live translation for all 600 confereces 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.</p>

ROOT CAUSE ANALYSIS
<p>One root cause for fluctuating attendance is that some parents work during the day and it is a challenge to come to daytime meetings. Converseley, 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.</p>

ADDITIONAL PRIORITY: English Language Development

SCHOOL GOAL for English Language Development:

Increase by 10% the reclassification rate from the prior year.

SCHOOL TARGETS for English Language Development:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	12.30%	22.30%	32.30%

Other Leading Indicators for English Language Development:

Teachers will monitor English language development progress by administering unit assessments in designated ELD and ADEPT twice a year. 2nd-5th grade teachers will also monitor progress towards this goal by tracking students SRI reading progress and scores

NEEDS ASSESSMENT for English Language Development:

STRENGTHS	CHALLENGES
<p>One of the strengths in this area is that teacher teams in grades K-3 have a weekly 50 minute ELD PLC with the ELD coach. These weekly PLC meetings focus on collaborative planning for ELD instruction, learning best language practices and engaging in data analysis to better support ELL students. In K-3rd grade we have daily designated ELD instruction in which students receive instruction according to their language proficiency level. In 4th and 5th grade, Garfield students attend a morning ELD Boost class four days a week before school starts. Garfield also has a newcomer class for newcomer students in grades 2 to 5. This class focuses on developing English language and basic English literacy skills for students who are new to the country. Another strength is that we have really invested in educating ELL families to understand the reclassification process and how important it is for their students.</p>	<p>One of the challenges is that 9% our student population are newcomer students who have been in the country for less than three years. This group of students who are in grades 2 to 5 are included in our ELL group eligible for reclassification despite the fact that they will need more time that goes beyond elementary to achieve English proficiency to reclassify. Overall, the ELL group which represents 58.8% of our student population show low performance in the SPF.</p>

ROOT CAUSE ANALYSIS
<p>Garfield has not fully developed an implementation plan to integrate ELD in the different content areas. Moreover, maintaining consistency with teaching practices and building teacher capacity in supporting English language learners is a challenge with the high staff turn over at Garfield</p>

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Literacy:</p>	<p>If teachers are knowledgeable of rigorous writing and reading instruction and receiving consistent coaching support and feedback, then there will be more opportunities for students to demonstrate growth in reading grade level texts and writing as measured by SBAC and SRI.</p>
<p>SCHOOL THEORY OF ACTION for Mathematics:</p>	<p>If we adopt a math workshop model, in service of increasing the amount of small group instruction (utilizing technology as well as direct teacher instruction) then, there will be meaningful opportunities for scholars to develop their own strategies or see the need for a particular strategy and incorporate student voice</p>
<p>SCHOOL THEORY OF ACTION for Culture & Climate:</p>	<p>If staff and teachers are provided Professional Development on school wide PBIS expectations and norm on expectations, then all students can participate in PBIS learning walks to demonstrate safe, respectful and responsible behavior at Garfield.</p>
<p>SCHOOL THEORY OF ACTION for Family Engagement:</p>	<p>If we continue to implement our Focused Five family engagement meetings and outreach to families, we will see an increase in parent attendance at Focused Family meetings (APTT and 1-1's).</p>

SCHOOL THEORY OF ACTION for English Language Development:	If we provide additional English Language Development support as a zero period to students based on SRI and CELDT levels, we will see an increase in the number of students reclassified.
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PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Implement key elements of Balanced Literacy, specifically quality mini-lessons and Reading & Writing Workshops, with a focus on opportunities for differentiation and individual student support (as demonstrated by guided reading, conferring, small group instruction).
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	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.
1-2	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.
1-3	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
1-4	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

1-5	3rd-5th grade implementing AR quizzes and goals to progress monitor (3D.3 - students self monitoring progress)	Ongoing data progress 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. 5th grade goal of 5.0 points per week, 4th grade goal of 4.0 points per week, and 3rd grade goal of 3.0 points per week and monthly celebrations of students meeting those point goals. AR quizzes also allow for tracking of "words read" with the annual goal of 1,000,000 words. Aligned to Richard Allington's research that scholars need to be reading 2+ hours a day to meet literacy growth goals.
1-6	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 restocked- 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.
1-7	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 partnership 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 implementation of literacy priorities outlined in teacher practices.	Aligning literacy goals/planning with our East Bay Asian Youth Center (EBAYC) after school program - with a focus on providing TIME for scholars to read books on grade level and opportunities for scholars to take AR quizzes to meet their weekly and monthly goals.
1-8	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 lesson 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 around 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. Garfield will hire a STIP sub to support with classroom coverage for literacy coach/teacher debriefs.

1-9	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 technology 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 implelentaion 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 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 developoment of our teachers as a retention strategy.
1-10	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 monthly literacy celebration assemblies (AR) for scholars meeting reading expectstions in 3rd-5th grade, continue exploring how to expand this to Kinder-5th grade in 2017-2018.	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
1-11	All Garfield teachers will participate in PLCS with the support of literacy coaches while students participate in the following classes: music, PE, technology, and science	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 K/1 scholars participate in the ASP and receive reading intervention and after school reading intervention to our scholars in Kinder and 1st grade performing below grade level.
1-12	4th and 5th grade teachers will be provided extended contracts for providing after school intervention to accelerate students in literacy	Work with literacy coach to identify focus group of students to participate in after school intervention based on F and P levels	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)

Improvement Strategy #2:	Incorporate a math workshop model in order to increase the amount of small group instruction
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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2-1	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 groups flexible.	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 (2017) 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 technology 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.
2-2	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 and math workshop where students are expected to work independently at chromebooks	Prioritizing funding for the vision of 1 to 1 chromebooks for the entire school - when funds/grants are made available (current reality - 6 chromebook 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) for ST Math
2-3	All Kinder-2nd grade students are getting an additional 50 minutes/week of STmath in the computer lab with our technology teacher	Garfield was awarded 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 50 minute technology prep period to all Kinder-5th grade students.
2-4	75% of all Kinder-2nd grade teachers/classrooms have implemented ST MATH and incorporated the use of data trackers in their classrooms	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 teacher leader on site - to support teacher trouble shooting and provide support for teachers implementing technology in the classroom.
2-5	All classroom teachers will continue to use software programs to support core instruction and monitor student progress	Garfield will monitor implementation of STmath course completion, student use of AR, student performance in Imagine Learning, Istation and Fast Forward	Garfield will continue spending site funds to purchase STmath, Accelerated Reader and will prioritize funding for an early literacy program (Istation or Lexia pilot TBD), and Language Development Program (Fast Forward or extended Imagine pilot TBD).

2-6	Blended Learning specialist pushing into classrooms during centers time, and during blended learning time to provide direct teachers support and student support to build confidence and support the implementation of adaptive technology (Istation, STmath, FastForward, 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 Forward or move to Imagine Learning for all)	Garfield will continue to participate in NGLC cohort and distinct blended learning cohort to learn more about software, hardware and organizational practices - while continuing to explore funding opportunities.
2-7	Principal and Tech teacher leaders will monitor school wide use of ST Math	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 ST Math goals.	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?"
2-8	All Kinder-5th grade scholars using STmath at school and assigned STmath homework to support with course completion.	Principal will dedicate PD time focused on analyzing ST Math homework completion	Teachers will communicate with families homework expectations, After School Program staff will support with homework completion of ST Math during the After school Program

Improvement Strategy #3:	Implement key elements of Caring Schools Community curriculum with fidelity and PBIS in order to see an improvement in student culture and climate
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Daily implementation of Caring School Community (CSC) curriculum	Designated Professional Development time to receive training on CSC and dedicated planning time	Teachers will implement CSC and plan with grade level teams
3-2	Culture and Climate team will meet monthly to discuss implementation and plan upcoming professional developments	Principal and Culture and Climate team co-chairs will provide URF data to the Culture and Climate team and determine which grade levels need additional supports and/or teachers who should submit COST forms for students	Principal and Culture and Climate Team co-chairs will disaggregate URF data by teacher and student to share with staff during Professional Development
3-3	COST team will meet weekly to identify students who need additional behavior and academic support	Designated weekly COST meetings to discuss student needs with the classroom teacher and stakeholders identify potential supports and school wide systems	Community School Managers will facilitate weekly COST meetings and discuss implementation of behavior and academic supports for identified students. COST meeting participants include: Community School Manager, Principal, TSAs, School Psychologist, Classroom Teacher, School Counselors

3-4	Garfield will provide additional student leadership opportunities for scholars who are demonstrating safe, responsible and respectful behavior (PBIS expectations)	Hero's coach will coordinate with teachers to identify students who are demonstrating safe, responsible and respectful behavior	Hero's Contract for additional yard supervision and support young hero leadership opportunity for our 4th and 5th graders who are following school wide behavior expectations
3-5	Teachers will review Safe, Responsible, and Respectful behavior at the start of the school year and when returning from school breaks	Designated Professional Development time at the start of the school year to review school wide PBIS expectations	Teachers will do school walk throughs with classrooms to review expectations for safe, responsible and respectful behavior throughout the school (office, restroom, hallways, cafeteria)
3-6	Garfield will recognize students weekly that are demonstrating safe, responsible, and respectful behavior during school wide announcements	During back to school Professional Development, teachers will receive training on PBIS--including when to administer Wildcat WOWs	Teachers will hand out Wildcat WOWs to students who are demonstrating Safe, Responsible and Respectful behavior. Wildcat WOWs will be entered into a raffle and Garfield's PBIS lead will choose names entered to win a prize and a certificate
3-7	COST team will identify students to have an SST	Prioritize STIP sub time for teachers to participate in SST meetings	School Psychologist to support with SSTs and student mental health coordination of services

Improvement Strategy #4:	We want to see a 10% increase in parent/ family attendance in our Academic Parent Teacher Team (APTT) Meetings.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Garfield staff will facilitate a Parent Academic Teacher Team Meeting for all families	Provide designated PD for staff to develop presentations for families during APTT meetings	Grade level teams develop APTT presentations based on an identified academic skill
4-2	Garfield will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kindger academics, health and attendance	Garfield will have two part time attendance case managers working to increase attendance rates--specifically targeting Kindergarten where we have seen lower attendance in previous years	Garfield attendance team will provided targeted support to Kindergarten families to participate in APTT nights in order to set the expectation that APTT meetings are a part of Garfield's culture
4-3	Garfield will identify and recommend students to participate in EBAYC's after school program based on student goals/progress. Goals will be in alignment with data shared during APTT nights.	Garfield's afterschool program will work with a general education teacher to identify ways to improve classroom management and instruction based on APTT goals and data	Garfield will host an after school program for 1st-5th graders, partnering with EBAYC, focused on math homework support and independent reading time

4-4	Garfield will provide several family engagement events, including APTT, in order to provide several opportunities to engage with families/staff	Garfield's Community School Manager will meet weekly with the Principal to plan family engagement meetings	The school will provide food/refreshments for parent engagement meetings - SSC, AAAC, PAT, ELAC - to keep parents informed and better able to support their children at home.
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ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

118

School:

Garfield Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$193,064.42	After School Education & Safety (ASES)	Contract with afterschool program provider	After School Program	A1.6: After School Programs	5825				118-1
\$739.53	Call for Quality Schools	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.	A2.1: Implementation of CCSS & NGSS	4310				118-2
\$102,510.47	Call for Quality Schools	Teacher Instructional Facilitator to support English Language Learners	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.	A3.2: Reading Intervention		TC10IF	TC10IF0019	0.94	118-3
\$40,263.63	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.	A2.1: Implementation of CCSS & NGSS	4310				118-4
\$6,300.00	General Purpose Discretionary	Copier maintenance agreement to support overall school operation	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.	A2.1: Implementation of CCSS & NGSS	5826				118-5
\$16,000.00	General Purpose Discretionary	Extended contracts for teachers	4th and 5th grade teachers will be provided extended contracts for providing after school intervention to accelerate students in literacy	A2.10: Extended Time for Teachers	5826				118-6
\$20,038.00	General Purpose Discretionary	ST Math and Station Licenses	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.	A2.3: Standards-Aligned Learning Materials	5846				118-7

\$473.93	General Purpose Discretionary	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)		NOONSV	NOONSV0083	0.02	118-8
\$495.31	General Purpose Discretionary	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)		NOONSV	NOONSV0081	0.02	118-9
\$6,079.66	General Purpose Discretionary	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)		NOONSV	NOONSV0102	0.27	118-10
\$6,701.02	General Purpose Discretionary	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)		NOONSV	NOONSV0082	0.27	118-11
\$7,073.44	General Purpose Discretionary	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)		NOONSV	NOONSV0066	0.27	118-12
\$740.00	LCFF Concentration	Supplies for classrooms	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				118-13
\$24,260.00	LCFF Concentration	School Psychologist	School Psychologist to support with SSTs and student mental health coordination of services	A5.2: Health and Wellness (Mental & Physical Health)	5734				118-14
\$10,000.00	LCFF Supplemental	Teacher Extra Pay for academic support to accelerate students	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)	A2.10: Extended Time for Teachers	1122				118-15
\$4,500.00	LCFF Supplemental	Subs for assessment and observations/debriefs	Teacher sub release time for assessments	A2.8: Data & Assessment	1150				118-16

\$6,594.81	LCFF Supplemental	Supplies for classroom libraries	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					118-17
\$15,000.00	LCFF Supplemental	Surplus to be allocated for Common Core Teacher Leader/Instructional Teacher Lead (TSA) for math.	n/a	A1.3: A-G Completion	4399					118-18
\$30,000.00	LCFF Supplemental	HERO Program	Hero's Contract for additional yard supervision and intervention working with struggling scholars (flex) and teacher stipends for lunch club	A5.2: Health and Wellness (Mental & Physical Health)	5825					118-19
\$8,396.00	LCFF Supplemental	Contracts for Reading Intervention to accelerate students	Garfield is partnering with Faith Network, Faith Network and Jewish Literacy Coalition to provide targeted pull-out intervention 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	A3.2: Reading Intervention	5826					118-20
\$6,543.22	LCFF Supplemental	Teacher Instructional Facilitator to support English Language Learners	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.	A3.2: Reading Intervention		TC10IF	TC10IF0019	0.06		118-21
\$8,408.58	LCFF Supplemental	STIP sub to provide sub coverage when teachers debrief observations	Weekly observation/feedback for each teacher with literacy coach	A2.6: Teacher Evaluation		TCSTIP	TCSTIP0620	0.18		118-22
\$20,120.40	LCFF Supplemental	Teacher Instructional Facilitator to support Academic Acceleration	All Kinder-5th grade teachers implementing Writer's Workshop (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	A3.4: Teacher Professional Development focused on Literacy		TC10IF	TC10IF9999	0.18		118-23
\$33,939.79	LCFF Supplemental	ELL-focused Teacher: Newcomer Teacher/ELL Support	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.	A4.3: Newcomer Programs		K12TCH	K12TCH9999	0.38		118-24
\$57,534.44	LCFF Supplemental	PE Teacher to release classroom teachers to participate in prep, planning, professional development, and other academic acceleration activities.	All Garfield teachers will participate in PLCS with the support of literacy coaches while students participate in the following classes: music, PE, technology, and science	A5.2: Health and Wellness (Mental & Physical Health)		K12TCH	K12TCH2546	1.00		118-25
\$62,615.10	LCFF Supplemental	Professional learning activities and student accelerations/interventions by CCTLs for mathematics and/or science learning: 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		K12TCH	K12TCH2302	1.00		118-26
\$109.22	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					118-27

\$38,305.78	Measure G: TGDS	STIP	Weekly observation/feedback for each teacher with literacy coach	A2.6: Teacher Evaluation		TCSTIP	TCSTIP0620	0.82	118-28
\$769.56	Supplemental Program Investment	Supplies for academic acceleration.	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)	A2.1: Implementation of CCSS & NGSS	4310				118-29
\$55,375.44	Supplemental Program Investment	ELL-focused Teacher: Newcomer Teacher/ELL Support	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.	A4.3: Newcomer Programs		K12TCH	K12TCH9999	0.62	118-30
\$879.96	Title I Basic	Computer Licenses	Garfield will continue spending site funds to purchase STmath, Accelerated Reader and will prioritize funding for an early literacy program (Istation or Lexia pilot TBD), and Language Development Program (Fast Forward or extended Imagine pilot TBD).	A3.1: Blended Learning	5846				118-31
\$91,659.62	Title I Basic	Teacher Instructional Facilitator to support Academic Acceleration	All Kinder-5th grade teachers implementing Writer's Workshop (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	A3.4: Teacher Professional Development focused on Literacy		TC10IF	TC10IF9999	0.82	118-32
\$3,099.02	Title I Parent Participation	Baby Sitting	We want to see a 10% increase in parent/ family attendance in our Academic Parent Teacher Team (APTT) Meetings.	A6.1: Parent / Guardian Leadership Development	5826				118-33

Garfield Elementary School

1640 22nd Avenue Oakland, CA94606

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:_____



School Site Council Membership Roster – Elementary

School Name: GARFIELD ELEMENTARY

School Year: 2016-2017

Chairperson : THOMAS JAKUBEK	Vice Chairperson: NANCY SANCHEZ
Secretary: CLAIRE BAUGHER	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
THOMAS JAKUBEK		X		
LORENA RODRIGUEZ				X
NANCY SANCHEZ				X
VERONICA CORTEZ				X
CLAIRE BAUGHER		X		
ALICIA ARENAS	X			
CHANDA MAY				X
OLIVIA GUZMAN		X		
MIRNA SANCHEZ			X	
HASSAN BROWN				X

Meeting Schedule (day/month/time)	3RD THURSDAY OR EACH MONTH 3:30-5PM
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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;
- Parent/community members cannot be OUSD employees at the site.

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