

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1687
Introduction Date	8/24/22
Enactment Number	22-1459
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Garfield Elementary School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Garfield Elementary School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Garfield Elementary School



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Garfield Elementary School  
**CDS Code:** 1612596001846  
**Principal:** Edgar Ramirez  
**Date of this revision:** 4/12/20

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

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

**Contact:** Edgar Ramirez

**Position:** Principal

**Address:** 1640 22nd Avenue  
Oakland, CA 94606

**Telephone:** 510-535-2860

**Email:** edgar.ramirez@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/12/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Garfield Elementary School

**Site Number:** 118

- |                                                                    |                                                                                     |                                                                  |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant     |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program         | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |                                                                  |

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

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

**Date(s) plan was approved:** 4/12/2022

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

- |                                                                        |                                                                      |                                                                                |
|------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|

**Signatures:**

Edgar Ramirez <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Principal</i>	<i>Edgar Rodriguez-Ramirez</i> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	4/12/2022 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Jeffrey Parker <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>SSC Chairperson</i>	<i>Jeffrey Parker</i> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	4/13/2022 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	4/15/2022 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	Date <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

**2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/17/2021	November SELLS	Discussed implications for EL's at Garfield and supports for families
11/9/2021	November SSC	Discussed implications for sub-groups based on academic achievement data
12/15/2021	Decemer SELLS	Discussed implications for EL's and Garfield supports for families and students with lens on reclassification
12/7/2021	December SSC	Discussed implications for school-based programs based on learning disruptions due to COVID-19 anchored in Student achievement data
1/6/2022	January SSC	Discussed enrollment and budget projections for 22-23 and team shared reccomendations for school programming based on budget.
12/13/2021	December Staff Meeting	Discussed implications for sub-groups based on academic achievement data
1/4/2022	January Staff Meeting	Discussed enrollment and budget projections for 22-23 and team shared reccomendations for school programming based on budget.
1/5/2022	Coaches/Admin Mtg	Discussed enrollment and budget projections for 22-23 and team shared reccomendations for school programming based on budget.
2/8/2022	February SSC	Discussed implications for sub-groups based on academic achievement data
3/16/2022	March SELLS	Discussed implications for EL's at Garfield and supports for families

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

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

### Early Childhood Education Program

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

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

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

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

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$200,900.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$958,504.58

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$183,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$31,080.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,900.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$392,500.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$12,250.00	TBD	After School Education and Safety Program (ASES #6010)	\$262,024.58	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$200,900.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$757,604.58</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$958,504.58</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Garfield Elementary School

**School ID:** 118

**School Description**

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

**School Mission and Vision**

Garfield Elementary School's vision is that ALL Garfield students will grow into caring and creative adults prepared to graduate from college and succeed in life.

We plan to achieve our vision by living our school values of:

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

**1B: STUDENT GOALS & TARGETS**

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

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	32%	<i>not available until Fall 2022</i>	80%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	17%	<i>not available until Fall 2022</i>	80%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	12%	<i>not available until Fall 2022</i>	80%

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-61.6	n/a	<i>not available until Fall 2022</i>	-30
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	9%	<i>not available until Fall 2022</i>	80%
<b>Mathematics/Science Measures &amp; Annual Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Target</b>
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-61	n/a	<i>not available until Fall 2022</i>	-30
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	80%
CAST (Science) at or above Standard	All Students	10%	n/a	<i>not available until Fall 2022</i>	50%

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

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-124.6	n/a	<i>not available until Fall 2022</i>	-60.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-100.1	n/a	<i>not available until Fall 2022</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	5%	<i>not available until Fall 2022</i>	50%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-132.3	n/a	<i>not available until Fall 2022</i>	-60.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-102	n/a	<i>not available until Fall 2022</i>	-50.0

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	5%	2%	<i>not available until Fall 2022</i>	50%

LTEL Reclassification	Long-Term English Learners	11%	0%	<i>not available until Fall 2022</i>	50%
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	64%	80%	<i>not available until Fall 2022</i>	90%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	African American Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	14%	18%	<i>not available until Fall 2022</i>	10%
Chronic Absenteeism	African American Students	24%	29%	<i>not available until Fall 2022</i>	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>LCAP Goal 1: College/Career Readiness</i>	Standards aligned curriculum and planning, data analysis and reflection, student access leveled classroom libraries and leveled books, intentional focus on small group instruction in math and reading. 90% of scholars have access to internet/computer at home.	Budget priorities to include staffing for literacy coach, math coach, Professional Learning Community time that include data analysis and planning for corrective instruction that includes small group instruction, prioritize spending on leveled classroom libraries. Teams looking at state assesment blueprints, major work standards, and implications for unit and lesson planning. Vertical alignment of major work of the grade during PD and PLCs. Family communication about the importance of assessment and supports for home. Student practice of standards aligned assessments and reflection of their work through the use of rubrics
<i>LCAP Goal 2: Focal Student Supports</i>	MTSS supports including: Check-In/Check-out (CICO), math intervention and small group guided reading instruction. tutors through outside organizations such as Children's Rising (Math/ELA) and the Oakland Public Education Fund as well as university students working on their credential. Academic mentors providing intervention in math and literacy. Early Literacy tutors supporting in kindergarten classes with foundational skills	Robust COST team to identify which students would benefit from Check In Check Out (CICO), weekly data analysis to create small groups for math intervention and guided reading instruction, integrated ELD and ELD PLCs. Weekly attendance team meeting to support focal students with attendance and engagement.

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Implementation of focal five. Beginning of year townhalls to support transition from virtual to in-person learning. Strong MTSS (COST, SST, Culture) team that supports with tiered approach to behavioral and academic support. 1 CSM through COVID funds that is helping with family engagement and MTSS. Partnership with EBAYC for 2 family advocates and a managing director of EBAYC that supports with family engagement and attendance. Families have been able to opt in to virtual or in-person engagement with teacher. Ongoing communication between admin and families through SSC, SELLS, and coffee with admin as well as monthly newsletter</p>	<p>MTSS Team (Attendance, Admin, Coaches, Attendance Case Managers, ASP Staff) outreaches to families for attendance and engagement support as well as access to food, high family engagement and involvement during SELL and Coffee with the principal, teachers maintain communication with families through TalkingPoints, weekly check-ins regarding student goals and monthly newsletters. To reduce chronic absenteeism, family advocates support with case management; weekly attendance meetings to identify focus grades</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Weekly PLCs focused on: ELA and MATH facilitated by instructional coaches, weekly professional development focused on vocabulary acquisition, Math SMP4, equity and level of DOK in questioning, family partnership and engagement (Discourse 1 and 2 Language). Weekly observations and learning walks by lead team and admin. Trauma informed practices and self-care during virtual learning. Weekly/bi-weekly coaching. New teacher mentorship Staff participate in committees including: wellness committee, social committee, ILT, Culture and Climate Team, Safety</p>	<p>Math Instructional Coach and ELA Instructional Coach who provide ongoing coaching and feedback, tiered supports for teachers. Mentoring for new teachers and monthly new teacher meetings. Coaching caseloads every trimester by coaches/admin with targeted supports, elevating of teacher practice during Professional Development (staff presenting best practices at PD). Use of PD for data analysis and planning instructional shifts.</p>

Focus Area:	Priority Challenges	Root Causes of Challenges
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>Staff retention and the need for additional planning time and unpacking standards</p> <p>21-22 READING FALL:            I-Ready Stanards Mastery - Fall            3rd: 22.5 Proficient, 46.3% Progressing, 26.3% Beginning            4th: 11.8% Proficient, 43.5% Progressing, 40% Beginning            5th: 9.8% Proficient, 52.2% Progressing, 34.8% Beginning</p> <p>21-22 MATH FALL:            2nd Grade: 46.4% Progressing, 47.6% Beggining            3rd Grade: 12.5% Proficient, 43.8% Progressing, 40% Beginning            4th Grade: 8.2% Proficient, 25.9% Progressing, 62.4% Beginning            5th Grade: 8.7% Proficient, 31.5% Progressing, 51.1% Beginning</p>	<p>Cost of living for staff/teachers as well as compensation. Students who need additional support are frequently tardy/absent and miss critical instruction. Interruption of learning in 19-20, 20-22 due to COVID-19 and shelter-in-place. Higher need to support scholars with SEL skills. Emergent practice in-person with our district-adopted curricular resources--focus has been on fidelity implementation v. standards-based decision-making and skills implementation.</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Absence protocols due to COVID-19 safety measures in schools significantly impacted student attendance at school. Specifically, families has lack of access to testing to provide them with clearance for symptoms. Additionally, those scholars who contracted COVID were in isolation, and upon return, impacted their ability to be on pace with their peers. Students who need additional support are frequently tardy/absent. Recent attendance data for 2021-22 for our African-American students:            Satisfactory: 21.9%            At Risk: 29.2%            Moderate: 26%            Severe: 22.9%</p>	<p>COVID-19 absence clearance protocols. Many of our families were supportive in COVID protocols, however, had a hard time in finding testing locations that had available appointments. Due to this, they were out longer than expected.</p>

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Families who have students who are chronically absent do not attend intake meetings for attendance case management. COVID-19 in-person guidance made it hard to engage families about attendance. Our COST team began receiving referrals for scholar support earlier this year and majority of referrals were focused on academic and mental health supports. Therapy/Mental Health intake is greatly impacted due to communication constraints. Families are in attendance to 1:1s meetings with teachers and our school sees low engagement with APPT meetings, where families get to learn strategies to support their scholars academically. 21-22 COST Referrals to date: 52</p>	<p>Lack of clarity on absence protocols due to COVID-19 restrictions and clearance to return on campus. Lack of access for families to meet with attendance case managers in person We've encountered some challenges with COST included limited capacity of mental health providers. Our mental health providers were not fully-staffed to meet the needs of our community early on. Before the end of the first trimester, we were at capacity with slots for counseling with a growing waitlist. At Garfield, our families and staff participate in what we call the "focal Five" of family engagement events. We are seeing low turnout at our two Academic Parent Teacher Team Meetings (APPT).</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Based on CHKS data, 23.2% of Staff stated that they have not made changes to their practice based off Social Emotional Development PD. Garfield has also experienced a high turnover of teachers; 46% of Garfield teachers are new to Garfield and in their 1st-2nd year of teaching. A challenge with data driven instruction include limited sub coverage for data conferences which result in group data conferences and not individual conferences</p>	<p>hiring--often takes place throughout the spring and summer which limits time for onboarding and professional development</p>

**1D: IDENTIFIED NEED**

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

Garfield does not have equitable access to experienced teachers. We experience a high turnover each year. During exit interviews each year, teachers have shared that the cost of living and low pay have contributed to moving to another district or moving out of the Bay Area. As a result, Garfield often has close to 50% of 1-2 year teachers.

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Garfield Elementary School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

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

#### CONDITIONS FOR STUDENT LEARNING: Absenteeism

Garfield's attendance team meets weekly. The attendance team consisted of administrators, EBAYC family advocates, the school nurse, attendance clerk, and after school program coordinators. During our weekly meetings, we reviewed weekly attendance data, entered interventions in aeries and reviewed engagement trackers. As a result of distance learning, the attendance team also analyzed engagement rates for each class. We identified students who would need additional support and assigned a staff member to conduct ongoing check-ins and goals setting. Attendance continued to be a priority, however our priority this year was analyzing attendance and isolation/quarantine support

#### STANDARDS-BASED INSTRUCTION - MATHEMATICS:

To build on our math cycle focus during distance learning, Garfield focused its second academic cycle of inquiry on SMP5. In previous cycles, we've focused on SMP1, 2, and most recently 4 (during our distance learning period) This included how scholars use appropriate tools strategically in small groups, whole group, and individually. In addition, grade level teams tracked student achievement data on a weekly basis and engaged in data analysis during PD to focus on high leverage skills and next steps to respond to student needs. Teachers identified focal students, collected student work, and analyzed work on a weekly basis.

Through this analysis, teachers planned for weekly spiral, focus, and re-engagement based on student results

#### LANGUAGE AND LITERACY:

One major shift in Language and Literacy was the implementation of the i-ready assessment (MyPath/Standards Mastery) as well as full implementation of the EL curricular resources in literacy. This year, we focused on ensurign we were aligned with the implementation of I-Ready MyPath lessons to support student progress in the I-Ready diagnostic. Our team created differentiated I-Ready MyPath Goals, including the number of lessons at the percentage students should be passing their lessons each week. Additionally, our teachers worked on implementing the EL curricular resources to fidelity in person.

#### CONDITIONS FOR ADULT PROFESSIONAL LEARNING

During distance learning, Garfield's culture team provided all staff with guidance and space for teams to communicate distance learning expectations that are aligned to our school wide expectations (Be Safe, Be Respectful, Be Responsible). Teachers implemented online learning platforms and celebrated success of student engagement, participation, and academic growth through virtual townhalls. In virtual townhalls, scholars received recognition for: Student of the Month, Growth Mindset, Outstanding Citizenship, as well as academic progress on online learning platforms (I-Ready, ST Math). Teachers adapted district-adopted curriculum in ELA, Math, ELD, and SEL to support student access through distance learning and ensure a continous focus on major work of the grade.

#### Conditions for English Language Learners:

Garfield teachers used on the language dives aligned with the EL curricular resources for ELD. During our explicit block for ELD instruction, Garfield teachers also implemented activities and experiences that support scholars in practicing skills and will support them in their success on the state ELPAC. Garfield teachers used language frames and explicit vobaculary acquisition during the first academic cycle of inquiry, specifically to support with foundational skills as well as speaking and listening standards. Garfield teachers held a stand-alone ELD PLC planning that was teacher-directed. This year, Garfield also leverage the skill-set of our TSA-newcomer teacher to increase supports for newcomers and scholars at the cusp of reclassifying.

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

Garfield's attendance team meeting on a weekly basis supports in ensuring our scholars and families understand the value of coming to school every day and on time. In times where we've experienced high volumes of absences at Garfield, our team has been able to case manage and support families in understanding the root cause of absences to ensure that families and students had the resources to get to school on time. Additionally, our team has supported in highlighting and promoting high attendance rates through weekly and trimester attendance assemblies. In Math, focusing on the way in which scholars used tools appropriately only built upon the work that we did during distance learning. Both adults and students were able to deeply analyze appropriate tools that supported the math work. In literacy, our focus on I-Ready MyPath is helping our scholars with personalized instruction that is responsive to their needs based on the diagnostic. Goal-setting is creating a clearer sense of ownership in the progress of our scholars. Additionally, the implementation of the EL curricular resources, including ELD language dives is exposing our scholars to high quality/rigorous content that is highly engaging.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

We will focus more deeply on I-Ready MyPath at home to accelerate student growth. Additionally, we will leverage family/school partnerships to sustain attendance and participation in our core program to ensure our scholars are engaged and on time to learn at school. Additionally, we will continue to be intentional in the case-management to support scholars and families in receiving the support they need.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working? Why?</b> <b>What is not working? Why not?</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
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<p>11 Month Teacher on Special Assignment to support with Professional Development facilitation for Math and ELA, teacher coaching and support, small group intervention</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>TSA supports with leading literacy-based PLCs, coordinates intervention with partner organizations and academic mentors, pulls small groups for SIPPS instruction, facilitates instructional walkthroughs, coaches teachers, and plans professional learning and development for cycles of inquiry in literacy. Additionally, the TSA supports families with literacy based skills and workshops to promote literacy learning at home.</p>	<p>The TSA is moving teacher practice by ensuring that grade levels have strong PLCs, are looking at data, and focus on student learning. The organization of intervention is also key as it helps ensure that we are equitably supporting our scholars and meeting their needs. SIPPS groups have also helped ensure our scholars are moving through their development of key foundational skills that are supporting them of becoming better independent readers. The facilitation of instructional walkthroughs have been instrumental in our our team measures implementation and progress of our literacy-based instructional program. With the addition of academic mentors, its been difficult for our TSA to onboard, train, and support them, while still maintaining focus on PLCs, coaching, and small group intervention. We hope to continue to streamline the onboarding process and support the development of our academic mentors.</p>	<p>Our team will continue to leverage our literacy TSA to make data-driven decisions, support with ensuring our school is meeting LCAP goals, and continue to uphold a robust literacy and PLC program</p>
<p>TSA</p>	<p>SBAC Math Distance from Standard Met</p>	<p>TSA supports with leading math-based PLCs, coordinates intervention with partner organizations and academic mentors, pulls small groups, facilitates instructional walkthroughs, coaches teachers, and plans professional learning and development for cycles of inquiry in literacy. Additionally, the TSA supports families with math-based skills and workshops to promote math skills learning at home.</p>	<p>The TSA is moving teacher practice by ensuring that grade levels have strong PLCs, are looking at data, and focus on student learning. The organization of intervention is also key as it helps ensure that we are equitably supporting our scholars and meeting their needs. math intervention groups have also helped ensure our scholars are moving through their development of key concepts and skills that are supporting them of becoming better independent mathematicians. The facilitation of instructional walkthroughs have been instrumental in our our team measures implementation and progress of our math-based instructional program</p>	<p>Our team will continue to leverage our math TSA to make data-driven decisions, support with ensuring our school is meeting LCAP goals, and continue to uphold a robust math and PLC program</p>
<p>La Cheim</p>	<p>Out-of-School Suspensions</p>	<p>La Cheim provides an average of 20 hours of mental health services per week. Services will include: Individual and group counseling, and behavioral support to high-risk students; Psychotherapy &amp; Mindfulness Stress Reduction Treatment; Group counseling and social skills facilitation</p>	<p>100% the therapists from La Cheim are of color and representative of our student population. The therapists are taking the time to build strong relationships with students and our community. Therapy services through La Cheim began later than we expected, due to staffing and onboarding.</p>	<p>We will continue to provide support and services through this partnership and expand the impact through the submission of grants.</p>

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Garfield Elementary School

**School ID:** 118

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING**

**School Priority:** Culture and Climate: Chronic Absenteeism

**School Theory of Change:**

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

**Related Goal:**

Students and families are welcomed, safe, healthy, and engaged.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes, including a minimum of two morning meeting per week in all classes and daily morning circle		Tier 1
1-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Decrease of number of 2+ URFs of African American students and identify additional supports for African American boys such as Manhood Development Class and prioritize check in and check out for students with multiple suspensions		Tier 1

1-3	Garfield will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Garfield's attendance challenge and particular focus will be on increasing attendance rates for Garfield's African American and Latino students.	Principal and Leadership Team allocates time for Kindergarten engagement workshops	Increase in positive attendance for our Transitional Kindergarten and Kindergarten students. Weekly attendance meetings with admin, family advocates, community school manager, school nurse and attendance clerk. Family advocates do regular home visits.		Tier 2
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*District Strategy:* Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>	Mathematics
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, IAB, SBAC).
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery with a focus on monitoring progress for African American students. Teachers will use math data (end of unit assessments, quizzes and classwork) to monitor progress.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning with a specific focus on math achievement for African American students.	Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Principal will conduct classroom observations and walkthroughs		Tier 1
2-2	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers will meet weekly with a math coach to adjust classroom and grade level instruction and identify a math focal group for each math unit		Tier 2
2-3	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Teachers hold Academic Parent Teacher Team Meetings with a focus on math skills and student goals		Tier 3
2-4	Teacher backwards plan using new math curriculum and pacing guide	Principal and leadership team provide individualized feedback to teachers based on instructional walkthrough, and student achievement data	Teachers are progress monitoring, reflecting on their practice, and sustaining a rigor in math instruction		Tier 2

*District Strategy:* Developing **LANGUAGE AND LITERACY** Across the Curriculum

<b>School Priority:</b>	Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups as measured by reclassification rates (Low-income, Homeless/Foster youth, African American, Latino, English Language Learners and Low SES).
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLS, African American, Low Income, newcomers, and monitor progress towards IEP goals) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, newcomer) students on ELA formative and summative assessments (F&P, IABs, SBAC, RI, and On Demand Writing).
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery such as quizzes, AR quizzes and running records with a specific focus on monitoring progress of low performing students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	DOK 3 and 4 questions in lesson plans and provide sentence stems for English Language Learners. Admin and coaches will conduct observations and provide feedback		Tier 1

3-2	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	We will differentiate Language Arts instruction for our ELLs and African-American students, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction		Tier 2
3-3	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students with a focus on students with disabilities and IEP goals.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Posted class wide data trackers and benchmarks, parents have access to individual student data and benchmarks		Tier 3
3-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Teachers hold one to one parent meetings and Academic Parent Teacher Team Meetings		Tier 2

3-5	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers analyze student work and data during PLCs and data conferences with admin and agree upon next instructional steps		Tier 1
3-6	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers participate in PD and use data and assessments to adjust instruction.		Tier 1
3-7	Garfield will identify and recommend students to participate in EBAYC after school program and Children's Rising in-school intervention programs based on student goals/progress. Goals will be in alignment with data shared during APTT nights.	Principal, Literacy Coach and teachers will identify students and recommend students for participation in Garfield's after school programs.	Students participating in the afterschool program will receive additional reading support. Program success will be measured by F and P and foundational skills test.		Tier 3

**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority:</b>	Culture and Climate
<b>School Theory of Change:</b>	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes, including a minimum of two morning meeting per week in all classes and daily morning circle		Tier 1
4-2	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Decrease of number of URFs and identify additional supports for African American boys such as check in and check out for students with multiple suspensions		Tier 2
4-3	Garfield will continue hosting beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Garfield's attendance challenge and particular focus will be on increasing attendance rates for Garfield's African American and Latino students.	Principal and Leadership Team allocates time for Kindergarten engagement workshops	Increase in positive attendance for our Transitional Kindergarten and Kindergarten students. Weekly attendance meetings with admin, family advocates, community school manager, school nurse and attendance clerk. Family advocates do regular home visits for students identified as chronically absent. 6 week attendance challenges for classes identified as having a high number of chronically absent students		Tier 3

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Academically Prepared
<b>School Theory of Change:</b>	If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement in order to increase in i-Ready Standards Mastery and Diagnostic Proficiency
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	Black students have their basic needs met in order to learn. Black students have attained life skills.		Tier 2
5-2	Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	Black students have access to diverse learning, pathways and experiences in and out of the classroom. Black students have the agency to pursue their interests/passions without fear of failure.		Tier 1
5-3	Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs.	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	Provide Black students culturally relevant curriculum, delivered by Black educators. Fund Black staff positions to support the needs of Black students.		Tier 3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ( <a href="#">elementary instructions &amp; resources</a> )					
<b>School Priority:</b>		Reclassification rates			
<b>School Theory of Change:</b>		If we provide explicit and systematic English Language Development based on i-Ready and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.			
<b>Related Goals:</b>		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Evidence of scaffolds for English Language Learners including sentence frames and posted vocabulary		Tier 2
6-2	Teachers lead English Language Learners in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher and parent complete English Language Learner snapshot during parent-teacher conferences		Tier 3

6-3	Classrooms with newcomer students will hold regular community morning meetings to nurture a welcoming environment and help develop and strengthen peer relationships.	ELD Coach will facilitate PD on welcoming newcomers, GLAD strategies and integrated ELD.	Teachers will receive PD on facilitating welcome morning circles and newcomer morning circles. Teachers will assign a buddy to a newcomer student who speaks the same primary language to help support navigate the new school system and environment. Teachers will review school wide systems and expectations.		Tier 1
6-4	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	Principal and Leadership Team will participate in instructional rounds focused on ELD integration	Teachers and students engage in academic conversations		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 118

School: Garfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$53,603	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	7387	10-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities.	118-1
11-Month Teacher on Special Assignment (TSA)	\$116,281	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6522	11-Month Classroom TSA	0.80	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth	118-2
11-Month Teacher on Special Assignment (TSA)	\$133,409	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4392	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-3
Classified OT	\$1,380	General Purpose Discretionary	2225	Classified Support Salaries: Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-4
Community School Manager	\$137,095	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	8667	Program Mgr Community School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-5
Contracts - EBAYC	\$33,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-6

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 118

School: Garfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Contracts - La Cheim	\$19,018	Title I: Basic	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	118-7
Library Technician	\$65,000	Measure G: Library	2205	Classified Support Salaries	9093	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	118-8
Maintenance Agreement - Copiers	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	118-9
Noon Supervisor	\$16,282	One-Time COVID Funding	2905	Other Classified Salaries		n/a	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	118-10
Noon Supervisor	\$16,282	One-Time COVID Funding	2905	Other Classified Salaries		n/a	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.	118-11
Online Educational Licenses	\$10,000	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-12

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 118

School: Garfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Prep/Enrichment Teacher	\$31,323	Title I: Basic	1105	Certificated Teachers' Salaries	4642	Teacher Education Enhancement	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities.	118-13
Restorative Justice Facilitator	\$88,566	One-Time COVID Funding	2205	Classified Support Salaries	8670	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-14
Substitute Teacher Incentive Plan (STIP) Teacher	\$83,193	LCFF Supplemental	1105	Certificated Teachers' Salaries	0679	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	118-15
Supplies	\$13,700	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-16
Supplies	\$10,001	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities.	118-17

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 118

School: Garfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$78,363	LCFF Supplemental	1105	Certificated Teachers' Salaries	1967	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	118-18
Teacher Extended Contracts	\$11,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery such as quizzes, AR quizzes and running records with a specific focus on monitoring progress of low performing students.	118-19
Translation Services - Language Link	\$10,000	LCFF Supplemental	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Teachers lead English Language Learners in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	118-20
Unallocated	\$61,663	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-21
Unallocated	\$2,250	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	118-22
Unallocated	\$4,900	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery such as quizzes, AR quizzes and running records with a specific focus on monitoring progress of low performing students.	118-23

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 118

**School:** Garfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated	\$7,000	Measure G: Library	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	118-24
After School Learning Consultants	\$262,024	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	118-25



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Garfield Elementary School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

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

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

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

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

- Parent Square messages in the student's home language, flyers posted on Garfield's website and social media accounts

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Posting volunteer information include contact information for the EdFund that outlines clearance for volunteers
- Teacher communication for volunteer opportunities such as participating in the classroom, supporting with playground supervision, and assisting with academic activities

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Sharing materials and distributing websites to support their child's learning
- Providing concrete strategies in Academic Parent Teacher Team Meetings that families can use at home to support their children academically

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Ongoing communication through Parent Square, phone calls and monthly parent newsletters

- Report card conferences
- Supporting participation in committees like SSC, SELLS, Parent Action Team

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- *Formal Conferences* will be held:
  - At the beginning of the year as a get to know you and to establish a strong relationship
  - Back to school event
  - Title 1 meeting
  - 1 to 1 conferences to discuss report cards will be held in December and March at the end of the first and second reporting period to provide you and update on your child's performance and enlist your support at home.
  - Report Cards sent home three times a year
- Parents may call a conference any time you find a need to communicate with your child's teacher.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Sending robocalls and Parent Square messages for upcoming School Site Council meetings
- Posting Agendas on social media accounts

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translation for parents with limited English Proficiency
- Holding monthly meetings for parent involvement including: Coffee with the Principal, School Site Council, SELL

The school provides support for parent and family engagement activities requested by parents by:

- Coordinating with district offices to provide engagement activities, coordinating events with parents and school partners (TRYBE, First Five, EBAYC, Lotus Bloom).

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Encouraging families to volunteer at Garfield

- Garfield’s Family Advocates and Community School Manager outreaches to families through robocalls, and text messages to encourage participation in community and school-wide events
- Ensuring Garfield families are connected to community resources like the food pantry, etc.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was adopted by Garfield’s on October 11th, 2021 and will be in effect for the period August 8th 2021 through July 31st, 2022.

**The school will distribute this policy to all parents on or before September 30, of the current school year.**

Edgar Rodriguez-Ramirez  
**Name of Principal**

*Edgar Rodriguez-Ramirez*  
**Signature of Principal**

**October 12th, 2021**

*Please attach the School-Parent Compact to this document.*



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

## **School-Parent Compact**

### **Garfield Elementary School**

### **2021-2022**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2020-2021 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - a) Standards-based instruction across all content areas. This includes whole class and small group instruction across literacy, math, and science
  - b) Targeted Small group instruction
  - c) Blended Learning across all content areas
  - d) Strategic English Language Development
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) Garfield is committed to frequent 2-way communication with families about student learning. This includes weekly check-in and frequent communication through Parent Square as well as communication of weekly learning goals while in distance learning.
  - b) In addition to informal meetings by parent/teacher requests, we offer additional family engagement events. These family engagement activities will take place virtually or in-person, depending on health guidelines.
    - i) *1 Beginning of Year 1:1 Meeting*
    - ii) *2 Report Card 1:1 Meetings*
    - iii) *Back to School Event*
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- a) During report card conferences and meetings with the classroom teacher, staff will share updates on progress, and how to monitor and improve achievement.
  - b) During the school year, the teacher will communicate regularly the learning goals and foci with families.
- 4) Provide parents reasonable access to staff.**
- a) In addition to parent 1:1 meetings, and report card conferences, opportunities to schedule meetings with staff, notes to the teacher, principal or staff member are available in the front office when we return to school, and during distance learning, families are encouraged to email the principal and/or use the school number to send text messages and/or leave a message. Families are also encouraged to continue to message their teacher through Parent Square.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- a) **For example, at Garfield, we offer many ways for families to engage our learning community:**
    - i) Principal's Coffee: Principal reports on school-wide functions in an open forum for parents.
    - ii) SELL: Parents and staff collaborate to improve reclassification rates for our English Learners
    - iii) School Site Council: Parents and Teachers working to improve overall school operations.
    - iv) Field Trip volunteers: When allowed, families will support the learning and safety of scholars.
    - v) Classroom Volunteers: When allowed, families will support the learning in classrooms.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- a) During Garfield's APTT meetings, parents receive materials and training on ways to support their child at home. The staff will share the student's academic level (in literacy and math), along with a mid-year and end-of-the-year reading goals.
  - b) Garfield staff will encourage families to participate in district-wide training to support scholars while in distance learning.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- a) All staff members participate in Professional Development that outlines Garfield's expectations for family engagement as well as planning time for family engagement events.
  - b) All staff members encouraged to continue constant communication while in distance learning through the use of Parent Square, Language Link, and text/calls.

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- a) Garfield staff utilizes Parent Square app, which translates the message to the student's home language. When speaking on the phone or in person, Garfield staff utilizes Language Link for interpretation. Additionally, Garfield teachers send home monthly communication to families.

**Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

**Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom, if possible and when deemed safe.
- Participate in decisions related to the education of my child.
- Promote the positive use of my child's extracurricular time, ensuring they are reading nightly and getting physical exercise.
- I understand that my child must come to *school every day, on time*. This includes participating in instruction daily and on time. I have read and understood the attendance policy.

**Student Responsibilities**

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

- Attend virtual instruction on time every day. When in-person, get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the **Garfield Elementary** on August 10, 2020, and will be in effect for the period of August 9, 2021 to July 31, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before

**Signature of Principal--**

**Edgar Rodriguez-Ramirez**

**Date: 8/09/2021**



Strategic Resource Planning (SRP)

## GARFIELD ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2021-2022**

### SSC - Officers

<b>Chairperson:</b>	Jeffrey Parker
<b>Vice Chairperson:</b>	Thomas Jakubek
<b>Secretary:</b>	Nikita Williams

### SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Edgar Ramirez-Rodriguez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Jeffery Parker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Thomas Jakubek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Maurina Kirkland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Norma Ventura	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Nikita Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Deprece Bonilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2</b>
Nancy Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Lorena Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Michelle Ortiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	<b>Every 2nd Tuesday of the Month @ 3:30 PM</b>
-----------------------------------------------------------------	-------------------------------------------------

**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members