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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Garfield Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Garfield Elementary School
CDS Code: 1612596001846
Principal: Alicia Arenas
Date of this revision: 5/29/2020

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: Alicia Arenas
Address: 1640 22nd Avenue
Oakland, CA 94606

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/29/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and 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 (ASES)	<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"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/29/2020

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

<input type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Alicia Arenas.

Alicia Arenas

6/22/2020

Principal

Signature

Date

Nikita Williams

Nikita Williams

6/22/2020

SSC Chairperson

Signature

Date

LaResha Martin

LaResha Martin

6/22/2020

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

6/22/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

Kyla Johnson Trammell

Jody London, President, Board of Education 8/27/2020

Kyla Johnson Trammell, Secretary, Board of Education 8/27/2020

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/3/2019	ILT	Conducted ILT work session to incorporate feedback and set goals on teacher, leadership and organization practices aligned to school goals
12/10/2019	SSC	Shared rationale and overview of site plan
1/31/2020	Faculty	Staff provided feedback on content areas (math, ELA, ELD), student and adult culture, and overall needs for the school.
2/5/2020	Instructional Coaches	Instructional coaches used feedback from staff to identify teaching practices that aligned SPSA goals.
1/14/2020	SSC	SSC overviewed and approved parent survey. Parent surveys provided the Garfield community to rank items that are needed for the 20-21 school year.
1/28/2020	SSC	SSC calculated parent survey responses and presented report on identified priorities for 20-21
5/15/2020	SSC	SSC approve SPSA 2020-21 as written

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$216,600.00
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	\$1,087,190.00

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)	\$212,040.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$37,031.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,560.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$519,350.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$85,540.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$228,669.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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
SUBTOTAL OF FEDERAL FUNDING:	\$216,600.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$870,590.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,087,190.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**Focus Area:****Priority Strengths****Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>Standards aligned curriculum and planning, data analysis and reflection, student access to leveled classroom libraries and leveled books to take home daily, intentional focus on small group instruction in math and reading. Improvement in DFS in 3rd grade math and 5th grade math from 2017-18 to 2018-19; 4th grade ELA and 5th grade ELA from 2017-18 to 2018-19</p> <p>ELA SBAC Distance From Standard: 3rd Grade -63.5 4th Grade -63.3 5th Grade -57.9</p> <p>MATH SBAC DISTANCE FROM STANDARD: 3rd Grade -33.5 4th Grade -59.6 5th Grade -91.3</p> <p>California Dashboard ELA Increased 8.5 points Math Increased 10.9 points 58% of ELs making progress towards EL Proficiency (high)</p>	<p>Budget priorities to include a literacy coach, math coach, Professional Learning Community time during the school day that include data analysis and planning for corrective instruction that includes small group instruction, prioritize spending on leveled classroom libraries</p>
<p><i>Focal Student Supports</i></p>	<p>MTSS supports including Check-In/Check-out (CICO), math intervention and small group guided reading instruction</p> <p>California Dashboard 58% of English Language Learners making progress towards English Language proficiency</p>	<p>Robust COST team to identify which students would benefit from CICO, weekly data analysis to create small groups for math intervention and guided reading instruction, integrated ELD and ELD PLCs</p>

<i>Student/Family Supports</i>	CICO supports for students and daily family communication, Academic Parent Teacher Team meetings twice a year, monthly coffee with the principal meeting, parent workshop on bullying, School Site Council, Site English Language Learner Council, Family Advocates to support with attendance case management, 87% of families participating in beginning of the year parent/teacher 1:1 meetings	Community School Manager outreaches to families, high family engagement and involvement during SELL and Coffee with the principal, teachers maintain communication with families through TalkingPoints and monthly newsletters. To reduce chronic absenteeism, family advocates support with case management; weekly attendance meetings to identify focus grades
<i>Staff Supports</i>	Weekly PLCs focused on: ELD, ELA, MATH, weekly professional development focused on Complex Tasks. Weekly observations and learning walks by lead team and admin. Teachers fill out Universal Screener. Trauma informed de-escalation PD. Staff participate in committees including: wellness committee, social committee, ILT, Culture and Climate Team	Math Instructional Coach and ELA Instructional Coach who provide ongoing coaching and feedback, tiered supports for teachers
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<p>Staff retention and the need for additional planning time and unpacking standards</p> <p>Math IAB 3rd grade-48% below 4th grade-60.7% below 5th 57.9% below</p> <p>ELA IAB 3rd grade-60.5% below 4th grade-50.5% below 5th grade-33% below</p>	Students who need additional support are frequently tardy/absent and miss critical instruction
<i>Focal Student Supports</i>	<p>Students who need additional support are frequently tardy/absent. Recent attendance data for 2019-20 for our African-American students:</p> <p>At Risk: 33.9% of students Moderately Chronically Absent: 4.9% Severly Chronically Absent: 3.9%</p>	Attendance

<p><i>Student/Family Supports</i></p>	<p>Families who have students who are chronically absent do not attend intake meetings for attendance case management.</p> <p>Our COST team began receiving referrals for scholar support earlier this year and maxed out on counseling services by December, with a lengthy waitlist for students who are waiting for counseling services. 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.</p> <p>18-19 SSTs: 63 SST meetings 18-19 COST Referrals: 68 18-19 around 50% of classrooms were implementing classroom meetings and the SEL curriculum. 18-19 CHKS SEL: 49.4% (decrease of 4.4%) 18-19 CHKS Safety & Bullying: 49.4% 18-19 CHKS Physical & Mental Health: 38%</p> <p>19-20 SST YTD: 20 19-20 Focal Five Family Engagement: - BOY 1:1s: 87% - APPT Fall: 50% - Report Card 1:1s Winter: 86% 19-20 YTD COST Referral: 60 19-20 ~80% of classrooms are implementing classroom meetings and the SEL curriculum.</p>	<p>Students who are chronically absent miss critical instruction. Our attendance team is meeting weekly to understand our chronic absent rates, disaggregating data by class, and creating bi-weekly class attendance challenges to incentivise classes with high number of scholars with chronic absenteeism. Classes who improve their attendance rates receive prizes like a pizza party. On a weekly basis, the attendance team also incentivized individual scholars with perfect attendance by weekly attendance raffles. The attendance team is now incentivizing scholars with monthly perfect attendance with a school-wide "carnival-style" celebration. Scholars with perfect attendance get to attend and participate in carnival games with snacks, etc. Our two attendance case managers are also working with families with scholars that are demonstrating high rates of absences by partnering with them, providing them with resources, and ensuring they make a plan to bring their scholars to school on time every day. Additionally, they create a group of scholars that are demonstrating high rates of absences called the "Garfield GOers. These scholars have weekly individualized attendance goals and receive mentorship and incentives by our Attendance case managers. We've encountered some challenges with COST. At Garfield, we've partnered with two mental health agencies to increase the number of available spots for counseling. Our COST team started accepting COST referrals early in the year and shifted our weekly meeting schedule to see 4 cases per week (1 more than we did in previous years). This has helped us decrease our "backlog" of referrals. However, this has also presented a challenge for our team, particularly with scholars needing counseling supports. Before the end of the first trimester, we were at capacity with slots for counseling. At Garfield, our families and staff participate in what we call the "focal Five" of family</p>
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<i>Staff Supports</i>	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	hiring--often takes place throughout the spring and summer which limits time for onboarding and professional development
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: Increase by 20 percentage points number of students reading at grade level in K-2

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	45.5%	n/a	52.1%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	30.7%	n/a	49.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-61.6	n/a	-25.5
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	55.8%	n/a	44.6

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-61.0	n/a	-23.9
CAST (Science)	All Students	TBD	9.7%	n/a	19.7%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC and Math SBAC			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-124.6	n/a	-86.6
SBAC ELA	African-American Students	+20 points DF3	-100.1	n/a	-46.1
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	36.3%	n/a	15%
Instructional Focus Goal: All students continously grow towards meeting or exceeding standards in Math					
SBAC Math	Students with Disabilities	+20 points DF3	-132.3	n/a	-77.9
SBAC Math	African-American Students	+20 points DF3	-102.0	n/a	-50.9
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	14.4%	n/a	Increase the percentage of studnets in K-5 who feel connected and engaged at school to 80%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	6.7%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	
School Goal for May 2023:	Increase the percentage of students in K-5 who feel connected and engaged at school to 80%
Instructional Focus Goal:	<i>All students build relationships to feel connected and engaged in learning as measured by a 10% reduction of moderate chronic absenteeism</i>

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	70.7%	n/a	76.0%
Suspensions	All Students	-2pp	1.1%	n/a	1.0%
Suspensions	African-American Students	-2pp	2.3%	n/a	1.0%
Suspensions	Students with Disabilities	-2pp	2.7%	n/a	1.0%
Chronic Absence	All Students	-2pp	28.1%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	48.4%	n/a	15.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: We will increase our score on the PLC Rubric in data driven instruction from 2 to 3.

Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
N4 PLC Rubric	All Teachers	Growth of .5 if below a 3 on the Rubric	n/a	Growth of .5 points	Growth of .5 points

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Garfield Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, newcomers, and monitor progress towards IEP goals) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, newcomer) students on ELA formative and summative assessments (F&P, On Demand Writing, SBAC, SRI).
Related School Goal:	Within three years, we will increase the overall language and literacy proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Teacher participated in PLCs facilitated by an instructional coach, grade level planning.	
What evidence do you see that your practices are effective?	
Professional Development focused on unit planning aligned to common core standards, planning and analysis of exit tickets, weekly PLCs with the support of an instructional coach	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Potential changes for 2020-21 include piloting a new, district approved, ELA curriculum. Strengthening EL supports in literacy instruction. Earlier implementation of guided reading instruction and focus on small group instruction.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, newcomers, students with disabilities,etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).
Related School Goal:	Within three years, we will increase the overall math proficiency of all students in our subgroups, (Low-Income, Homeless/Foster Youth, African American, Latino, English Learners and Low SES.)
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers unit planning, analyzing assessment data and focusing on newcomer supports, ways to increase rigor and productive struggle in the classroom, and increased vertical alignment across grade levels. Strategies-focused, vertically aligned plan to achieve math facts fluency across grade levels.	

What evidence do you see that your practices are effective?	
Observational evidence of students engaged in academic conversations, increased focused on students explaining math reasoning and evidence of reasoning in student assessments, data analysis and planning.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Potential changes for 2020-21 include piloting a new, district approved, math curriculum. Strengthening EL supports in literacy instruction.	
19-20 Conditions for Student & Adult Learning Priority: Culture & Climate	
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 School Goal:	Increase in California Healthy Children Survey (CHKS) to 50% of students reporting they demonstrate a Growth Mindset on SEL related questions on the CHKS survey.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Monthly attendance meetings, Academic Parent Teacher Team meetings, Wilcat WOW weekly announcements and student incentives focused on attendance and PBIS expectations, monthly assemblies, reviewing expectations in different zones of the school, weekly COST meeting and implementation of COST tracking system through Salesforce system.	
What evidence do you see that your practices are effective?	
Observational growth in first and second year teacher practices and management, observable classroom management systems, increase in teacher attendance from previous year, investment in stakeholder supports and attendance (STIP subs, volunteers, and partners). Earlier follow-up on rollover and newly submitted COST referrals compared to prior year.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Differentiated reward systems for TK-2 and 3-5, Wildcat WOW campaign, daily announcement towards the end of breakfast after the bell	
19-20 Conditions for English Language Learners Priority: English Language Development	
Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal:	Within three years, we will increase reclassification rates for our English Language Learners.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

Grade level teams meet weekly during PLCs to plan designated and integrated English Language Development. We were unable to hire a qualified ELD Coach to facilitate PLCs.

What evidence do you see that your practices are effective?

Daily English Language Development Instruction, English Learner snapshot discussed during report card conferences

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

Norming on EL strategies used across all content areas

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

Proposed budget included 1.0 FTE for English Language Development TSA however, we were unable to hire a qualified TSA

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
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 ("Big Rock"):	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(s):	All students build relationships to feel connected and engaged in learning as measured by a 10% reduction of moderate chronic absenteeism			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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	

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 URFs and identify additional supports for African American boys such as Manhood Development Class and prioritize check in and check out for students with multiple suspensions	
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.	
1-4	Garfield will provide free breakfast and lunch services to low income students	Principal and leadership team will adjust schedules to include time for 'Breakfast after the Bell'	Low income students will have breakfast in class and teachers will facilitate food distribution each morning	

<i>District Strategy:</i> Providing Equitable Access to STANDARDS-BASED INSTRUCTION	
School Priority ("Big Rock"):	Mathematics
School Theory of Change:	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 (CEO/Embedded Assessments, IAB, SBAC).

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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	
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	
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	

2-4	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 Academic Parent Teacher Team Meetings with a focus on math skills and student goals	
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	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).
School Theory of Change:	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).
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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	

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	
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	
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	

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	
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.	
3-7	Garfield will identify and recommend students to participate in EBAYC's and Super Stars Literacy after school program based on student goals/progress. Goals will be in alignment with data shared during APTT nights.	Principal, Literacy Coach and teachers will identify students and recommend students for participation in Garfield's after school programs.	Students participating in the afterschool program will receive additional reading support. Program success will be measured by F and P and foundational skills test.	

District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Culture and Climate
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(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning as measured by a 10% reduction of moderate chronic absenteeism

Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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	
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	
4-3	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 for students identified as chronically absent. 6 week attendance challenges for classes identified as having a high number of chronically absent students	

4-4	Garfield will provide free breakfast and lunch services to low income students	Principal and leadership team will adjust schedules to include time for 'Breakfast after the Bell'	Low income students will have breakfast in class and teachers will facilitate food distribution each morning	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification rates
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	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	
5-2	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	

5-3	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.	
5-4	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content			

PROPOSED 2020-21 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 ACTION	BUDGET ACTION NUMBER
After School Program--EBAYC	\$228,669	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-1
Classified Overtime for Academic Parent Teacher Team Meetings	\$630	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	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
Classroom Supplies	\$30,602	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-3
Copy Machine Maintenance	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-4
Duplication services	\$800	General Purpose Discretionary	5716	Duplication Service	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	118-5
Art Teacher	\$8,050	LCFF Concentration	1105	Certificated Teachers' Salaries	4642	Teacher Education Enhancement	0.10	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-6
Instructional Coach	\$20,093	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	6522	11-Month Classroom TSA	0.15	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	118-7

Office Supplies	\$3,897	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-8
School Psychologist	\$25,318	LCFF Concentration	5734	School Psychologist	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	118-9
Consultant	\$8,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	118-10
Online learning programs	\$20,000	LCFF Concentration	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	118-11
PE Teacher	\$93,026	LCFF Supplemental	1105	Certificated Teachers' Salaries	1967	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	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.	118-12
STIP sub	\$63,145	LCFF Supplemental	1105	Certificated Teachers' Salaries	679	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students.	118-13
PE Teacher (2)	\$94,125	LCFF Supplemental	1105	Certificated Teachers' Salaries	7091	Teacher Education Enhancement	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	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.	118-14

STIP sub	\$59,092	LCFF Supplemental	1105	Certificated Teachers' Salaries	7374	STIP Teacher	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	118-15
substitute teacher	\$6,295	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	118-16
Office Supplies	\$13,775	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	118-17
Attendance and Family Engagement Consultants	\$117,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	118-18
Copier Maintenance	\$6,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	118-19
Online learning programs	\$10,749	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-20

Library Books	\$34,430	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	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.	118-21
Instructional Coach	\$87,067	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6522	11-Month Classroom TSA	0.65	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-22
Instructional Coach	\$119,829	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4392	11-Month Classroom TSA	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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	118-23
unallocated	\$3,003	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	118-24
unallocated	\$4,560	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	118-25
unallocated	\$14,250	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	118-26



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 meetings where data, standards and assessments are discussed
- Parent Academic Parent Teacher Team meetings held in the Fall and Spring to discuss student data, grade level goals and supporting parents with learning a strategy/skill that they can use at home to support their child

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.

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:

- Incorporating classroom observations as part of parent meetings for SELL, reviewing curriculum and grade level expectations during Academic Parent Teacher Team meetings held in the Fall and Spring

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:

- Robocalls, TalkingPoints in the student's home language, flyers sent home and flyers posted at all school entrances

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 field trips, breakfast after the bell, yard duty supervision and in class 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 copies of activities during Garfield's Academic Parent Teacher Team meetings held in the Spring and the Fall

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 TalkingPoints, phone calls and monthly parent newsletters

■ Report card conferences, Academic Parent Teacher Team meetings in the Fall and Spring
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
 - APTT Data nights will be held in the Fall and the Spring to provide you an update on your child's performance and enlist your support at home.
 - 1 to 1 conferences to discuss report cards will be held in December and March at the end of the first and second reporting period to provide you and update on your child's performance and enlist your support at home.
 - Report Cards sent home three times a year
- Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.
- Staff will be available five times throughout the year for formal data and 1 to 1 conferences
- Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

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 TalkingPoints for upcoming School Site Council meetings
- Posting Agendas
- Distributing Flyers for upcoming meetings

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 (Lotus Bloom, First Five, EBAYC).

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:

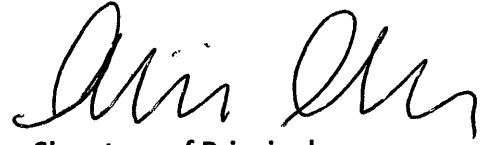
- Encouraging families to visit Garfield's Family Resource Center located in Portable 31 and room 210 where services and support include: free dry food, computer and internet use
- Garfield's Family Advocates and Community School Manager outreaches to families through robocalls, distributing flyers, and text messages to encourage participation in community and school-wide events

Adoption

This policy was adopted by the Garfield School Site Council on September 10, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Alicia Arenas
Name of Principal


Signature of Principal

9/10/19
Date

Please attach the School-Parent Compact to this document.



School-Parent Compact

Garfield Elementary School

2019-20

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 2019-20 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.**
 - Leveled Literacy Instruction
 - Blended Learning in Math
 - Leveled English Language Development instruction
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Garfield is committed to frequent 2-way communication with families about student learning. In addition to informal meetings by parent/teacher request, we offer 5 mandatory family engagements called our *Focused Five*.
 - *Focused Five*
 - 1 Beginning of Year 1:1 Meeting
 - 2 Report Card 1:1 Meetings
 - 2 Academic Parent Teacher Team (APTT Meetings)
- 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.**
 - During Garfield's Academic Parent Teacher Team (APTT), staff will share updates on progress, and how to monitor and improve achievement.
- 4) Provide parents reasonable access to staff.**
 - 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

- 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.**
 - **For example, at Garfield, we offer many ways for families to engage our learning community:**
 - Principal's Coffee: Principal reports on school-wide functions in an open forum for parents.
 - SELL: Parents and staff collaborate to improve reclassification rates for our English Learners
 - School Site Council: Parents and Teachers working to improve overall school operations.
 - Field Trip volunteers
 - Safety Patrol
- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**
 - During Garfield's APTT meetings, parents receive materials and training on ways to support their child at home. Staff shares the student's reading level, along with a mid-year and end of-the-year reading goal.
- 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.**
 - All staff members participate in Professional Development that outlines Garfield's expectations for family engagement as well as planning time for family engagement events.
- 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.**
 - Garfield staff utilizes TalkingPoints app, which translates the message to the student's home language. 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.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- I understand that my child must come to school everyday, on time. I have read and understand the attendance policy.

Student Responsibilities:

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

- 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 9/10/19, and will be in effect for the period of the 2019-20 School year).

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 September 30, 2019.

 10/31/19

Signature of Principal

Date

**2019-2020****School Site Council Membership Roster – Elementary**

School Name: _____

Chairperson :

Vice Chairperson:

Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule
(day/month/time)**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