

Board Office Use: Legislative File Info.	
File ID Number	23-1618
Introduction Date	8/9/23
Enactment Number	23-1399
Enactment Date	8/9/2023 os



Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Garfield Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Garfield Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Garfield Elementary School
CDS Code: 1612596001846
Principal: Sara Farmer
Date of this revision:

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: Sara Farmer	Position: Principal
Address: 1640 22nd Avenue Oakland, CA 94606	Telephone: 510-535-2860 Email: sara.farmer@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Garfield Elementary School

Site Number: 118

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" 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: _____

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 type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

Signatures:

Sara Farmer <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<i>Sara Farmer</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/16/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Thomas Jakubek <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<i>Thomas Jakubek</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/16/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/17/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa sp <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/17/23 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/1/2023	ILT & CSMs	Shared SPSA and target priorities for the 23-24 school year; engaged in "Praise, Suggestion, Question" protocol to adjust goals as needed. Flagged questions from staff and reviewed answers.
2/7/2023	SSC	Share SPSA target priorities for the 23-24 school year and current academic data for 22-23 school year.
2/8/2023	Coffee with Administrators	Shared SPSA and target priorities for the 23-24 school year- asked for feedback and questions.
2/15/2023	SELLs	Shared SPSA and target priorities for the 23-24 school year- asked for feedback and questions.
3/6/2023	EBAYC	Shared SPSA and target priorities for the 23-24 school year for alignment across school day and after school programming.
5/16/2023	SSC	Presented SPSA & Sign Assurance Page

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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$191,060.00
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	\$841,925.37

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)	\$174,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$28,320	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,660	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$360,315	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$262,230	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$11,650	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$191,060	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$650,865	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$841,925
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
50.6%	49.1%	56.9%	13.6%	6.1%	1.2%	95.0%	17.2%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
17.9%	2.5%	53.8%	19.3%	0.4%	0.6%	0.2%	2.9%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness 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.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	31.8%	21.9%	<i>not available until Fall 2023</i>	40.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	17.2%	9.5%	<i>not available until Fall 2023</i>	30%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	11.8%	9.6%	<i>not available until Fall 2023</i>	30.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-61.6	n/a	-86.0	<i>not available until Fall 2023</i>	-40.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	8.9%	14.0%	<i>not available until Fall 2023</i>	30.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-61	n/a	-93.1	<i>not available until Fall 2023</i>	-30.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	10.6%	<i>not available until Fall 2023</i>	30.0%
CAST (Science) at or above Standard	All Students	9.7%	n/a	9.0%	<i>not available until Fall 2023</i>	30%

LCAP Goal 2: We will be targeting support for English Language Learners with the reclassification goal of 25% of ELLs and 20% of LTELs.

**School Goal for Targeted Supports for Focal student groups demonstrate accelerated growth to close our equity gap.
Focal Student Groups:**

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-124.6	n/a	-127.8	<i>not available until Fall 2023</i>	-40.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-87.2	n/a	-87.2	<i>not available until Fall 2023</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	5.0%	5.4%	<i>not available until Fall 2023</i>	15.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-132.3	n/a	-144.0	<i>not available until Fall 2023</i>	-60.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-102	n/a	-128.6	<i>not available until Fall 2023</i>	-50.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	5.1%	1.5%	11.7%	<i>not available until Fall 2023</i>	25.0%
LTEL Reclassification	Long-Term English Learners	11.1%	0.0%	23.1%	<i>not available until Fall 2023</i>	20%

LCAP Goal 3: Our engagement goal is to reduce chronic absenteeism for black and African American students by 50% as measured by end of year data metrics. (Moving from 61.5% to 30%)

School Goal for Student & Family Engagement: Culture and Climate: Chronic Absenteeism

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	63.7%	80.0%	65.1%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	0.4%	n/a	0.5%	<i>not available until Fall 2023</i>	0.2%
Out-of-School Suspensions	African American Students	0.7%	n/a	0.5%	<i>not available until Fall 2023</i>	0.2%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.5%	<i>not available until Fall 2023</i>	0.20%
Chronic Absenteeism	All Students	13.9%	17.9%	51.1%	<i>not available until Fall 2023</i>	25.0%
Chronic Absenteeism	African American Students	24.2%	29.3%	61.5%	<i>not available until Fall 2023</i>	30.0%

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

School Goal for High-Quality Staff: Culture and Climate

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	75.7%	70.7%	69.9%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<ul style="list-style-type: none"> -Standards aligned curriculum and weekly PLCs in math and ELA -data analysis and reflection cycles during PLCs and PD -100% of scholars have access to Chrombooks for differentiated i-Ready reading and math lessons - intentional focus on small group instruction in math and reading -90% of scholars have access to internet/computer at home 	<ul style="list-style-type: none"> -Critically developed instructional schedule to ensure time is prioritized for core content -Budget priorities to include staffing for literacy coach and math coach -Professional Learning Community (PLC) time that includes data analysis and planning for corrective instruction that -Non-negotiable expectations for i-Ready instructional use (3 passed lessons per week in both math and ELA) -PLC and PD time devoted to small group data analysis
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<ul style="list-style-type: none"> -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 -early lit tutors providing literacy support in each TK and kindergarten classroom 	<ul style="list-style-type: none"> -A robust COST team to identify which students would benefit from Check In Check Out (CICO) that meets weekly -weekly data analysis to create small groups for math intervention integrated ELD and ELD PLCs. Weekly attendance team meeting to support focal students with attendance and engagement. -Trimester COIs focused on focal groups (ELLs) -Community work with FSMEI in engaging Black/African American families

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<ul style="list-style-type: none"> -Implementation of focus five (2 APTT nights, -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 3 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 or monthly meetings (SSC, SELs, Coffee with Administration) -Spanish translation at all monthly meetings 	<ul style="list-style-type: none"> -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 SEL and Coffee with the Principal, teachers maintain communication with families through Parent Squared -To reduce chronic absentism, family advocates support with case management; weekly attendance meetings to identify focus grades. -Spanish translation offered at monthly meetings and Parent Square supports translation in multiple languages
<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> -Weekly PLCs focused on: ELA and MATH facilitated by instructional coaches -Weekly professional development focused on school's current Cycle of Inquiry -Weekly observations and learning walks by lead team and admin -Weekly/bi-weekly coaching -New teacher mentorship -Staff participate in committees including: ILT, Culture and Climate Team, Safety 	<ul style="list-style-type: none"> -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 PLC and PD for data analysis and planning instructional shifts and/or supporting focal student groups
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Students meeting "typical" growth goals, but not "stretch" goals at frequency desired. Results not approaching schoolwide priority goals for the year based on midyear results.</p> <p>22-23 READING MIDYEAR: i-Ready Reading Diagnostic Kinder (BOY): 100%, One Grade Level Below 1st: 11%, On or Above Grade Level, 73%, One Grade Level Below, 16%, Two or More Grade Levels Below 2nd: 11%, On or Above Grade Level, 25%, One Grade Level Below, 63%, Two or More Grade Levels Below 3rd: 27%, On or Above Grade Level, 14%, One Grade Level Below, 59%, Two or More Grade Levels Below 4th: 19%, On or Above Grade Level, 35%, One Grade Level Below, 46%, Two or More Grade Levels Below 5th: 15%, On or Above Grade Level, 14%, One Grade Level Below, 71%, Two or More Grade Levels Below</p> <p>22-23 MATH MIDYEAR: i-Ready Math Diagnostic Kinder (BOY): 100%, One Grade Level Below 1st: 10%, On or Above Grade Level, 74%, One Grade Level Below, 17%, Two or More Grade Levels Below 2nd: 7%, On or Above Grade Level, 40%, One Grade Level Below, 53%, Two or More Grade Levels Below 3rd: 12%, On or Above Grade Level, 43%, One Grade Level Below, 45%, Two or More Grade Levels Below 4th: 24%, On or Above Grade Level, 26%, One Grade Level Below, 50%, Two or More Grade Levels Below 5th: 14%, On or Above Grade Level, 43%, One Grade Level Below, 42%, Two or More Grade Levels Below</p>	<p>-ELA TSA movement to AP position and longterm vacancy in ELA TSA position (less accountability measures taken to ensure teachers are supporting students in tracking passed lessons and/or holding differentiated small groups during ALL BLOCK/EL LAB time.</p> <p>-Inconsistent student tracking in classrooms</p> <p>-fluctuating mass vacancies decreasing consistency for expectations in classrooms</p> <p>-new teachers/some staff not buying in to the importance of maintaining high academic expectations</p> <p>-moderate to severe absences for some students</p>
--	---	--

<p><i>LCAP Goal 2: Focal Student Group 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 Engagement</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 grately impacted due to communicaiton 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 startegies 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 provides. 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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Garfield Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

The .6 ELD interventionist has been supporting students close to reclassification in meeting their benchmark this spring. The interventionist also held a family meeting to share strategies to support their students. The instructional schedule is supported by TSAs to provide feedback on instruction and to analyze student data in PLCs.

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

Although end of year assessments have not occurred yet, the site has decreased the amount of students 2+ years behind in reading and many students have met their "typical reading growth level" as measured by i-Ready. The support of TSAs, supporting teachers, has proven to be effective in reaching articulated goals. The growth goals for this school year were unrealistic and have been edited for the 23-24 school year.

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.

The biggest changes being made are creating more attainable goals for student growth in the 23-24 school year based on the goals not being met during the 20-21 and 21-22 school year. (Note column I in Part 1). Additionally, our priority targets have been shared widely (see 1a) to better inform stakeholders of our shared vision for the 23-24 school year.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
----------------------------	--	--	---	---

11-Month Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	-TSA facilitates ELA PLCs, wherein teachers unpack EL Ed lessons, review i-Ready My Path, SIPPS, foundational literacy skills, IAB, and other data points.	-Over half of students have met their "typical" reading stretch goal based on midyear data. -A consistent ELA TSA to facilitate PLC meetings. (ELA TSA move to AP in October)	-Continue Title 1 funding for ELA TSA because growth on the IAB was demonstrated during the 19-20 school year prior to the pandemic when TSA facilitated PLCs 97% of the year and student attendance was at highest growth rate from previous years (for students). It will be continued because the TSA role is essential in facilitating data dives so teachers can feel supported and empowered in taking next steps with their class data.
Contracts - La Cheim	Chronic Absenteeism	-These 2 counselors support students referred through COST, in counseling and therapy sessions onsite.	-Based on principal observation, students who receive counseling services are more likely to attend school than those who do not.	-Plan is to continue this service pending available funds in Title 1 at start of 23-24 school year.
Prep/Enrichment Teacher	Student Connectedness to School	-The art teacher facilitates art classes and embeds letter recognition and patterns in daily lessons.	-This is working because the specialist is meeting with students 1-3 times a week and focusing on instruction to support students in domains with room for growth based on 21-22 ELPAC results.	-Continue Title 1 funding for .35 of art to teacher to continue creative applications of core curriculum in the arts.
Unallocated	ELL Reclassification	-The Reclassification Interventionist pulls small groups of students who were on the cusp of reclassifying last year. The teacher focuses on supporting students in domains wherein each student needs the most growth.	-This is working because the specialist is meeting with students 1-3 times a week and focusing on instruction to support students in domains with room for growth based on 21-22 ELPAC results. -We anticipate 80% of the students served in this program to reclassify after the 23-24 test results are released.	-Our site was extremely hopeful to continue with this position, but unfortunately between our decreasing enrollment number and district budget cuts, we are unable to afford this position. In addition, the position was not as highly ranked through staff and family engagement as other roles in making choices with limited funding this school year.

2023-24 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](#)

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

School Priority: 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 (Embedded Assessments, IAB, SBAC).

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 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.	-bimonthly coaches/admin observation walks -triannual EI Ed and math walks -There has been a decrease in African American and black student 2+ grades below math skills level (-17%) and increase in students 1 year below grade level (+10%), and at or above grade level (+7%) -25 African American students in grades 1-5 receiving small group or 1:1 math intervention from Math Coach and trained volunteers	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1

1-2	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.	3 Cycles of inquiry based on site data: - Cycle 1 focused on formative assessment and data analysis in mathematics - Cycle 2 focused on student discourse and academic language in mathematics - Cycle 3 focused on written response and rubric assessment in mathematics	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1
1-3	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	Academic Parent Teacher Team night that focused on Mathematics data analysis and instruction with families and students.	Culture and Climate	Tier 1
1-4	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	Site based and district led mathematics walkthroughs once per month.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1

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

School Priority:	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).
Students to be served by these actions:	<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?
2-1	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	-bimonthly coaches/admin observation walks -triannual EI Ed and math walks	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2
2-2	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	3 Cycles of inquiry based on site data: - Cycle 1 focused on formative assessment and data analysis in mathematics - Cycle 2 focused on student discourse and academic language in mathematics - Cycle 3 focused on written response and rubric assessment in mathematics	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.	Tier 2

2-3	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	Academic Parent Teacher Team night that focused on Mathematics data analysis and instruction with families and students.	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.	Tier 1
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	Site based and district led mathematics walkthroughs once per month.	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.	Tier 2

2-5	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	Once per week instructional coaches meet with grade level teams in Professional Learning Communities.	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.	Tier 2
2-6	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.	Once per week instructional coaches meet with grade level teams in Professional Learning Communities to look at data and analyze assessments.	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.	Tier 1
2-7	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.		Culture and Climate: Chronic Absenteeism	Tier 2

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	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	-Each classroom has Caring Schools Community Curriculum -SEL included in instructional schedule -RJ Coordinator to support/coach teachers in restorative conversations and implement staff PD	Culture and Climate	Tier 1

3-2	<p>Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic development and communication. Academic Parent Teacher Team Events: 2 instructional nights (math and ELA), 2 days of report card conferences (fall and spring), Parent 1:1s at beginning of the year to learn about student hopes and dreams. Partnership with FSMEI Community of Care offering family events.</p>	<p>Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>-Family Fun Night in partnership with EBAYC -Nutrition Classes -2 parent teacher conference blocks -2 APTT nights</p>	Culture and Climate	Tier 1
3-3	<p>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.</p>	<p>Principal and Leadership Team allocates time for Kindergarten engagement workshops</p>	<p>-2 parent teacher conference blocks -2 APTT nights -trimester attendance assemblies and intermittent celebrations -attendance CICO</p>	Culture and Climate: Chronic Absenteeism	Tier 2

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

School Priority:		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.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	-Use of Caring School Communit curriculum -Inclusion of SEL work using CSC in instrucional scheudle -RJ Coordinator to support with restorative circles and peer conflict resolution	Culture and Climate	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	-2 parent teacher conference blocks -2 APTT nights -Use of parent square to message families regarding changes in student performance and or answer questions	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1

4-3	<p>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.</p>	<p>Principal and Leadership Team allocates time for Kindergarten engagement workshops</p>	<p>-2 parent teacher conference blocks -2 APTT nights -trimester attendance assemblies and intermittent celebrations -attendance CICO</p>	<p>Culture and Climate: Chronic Absenteeism</p>	<p>Tier 2</p>
-----	--	---	---	---	---------------

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	Academically Prepared
School Theory of Change:	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
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	-Collaboration with Office of Equity (FSMEI) in holding black affinity spaces and town halls -Elevating black students for local awards ceremonies for academics and leadership	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1
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.	-Use of EL Education curriculum (district selected curriculum for culturally diverse text) -Measure G funds/Eat, Learn, Play grant to purchase diverse/multi-cultural texts for library	Focal student groups demonstrate accelerated growth to close our equity gap.	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	-Differentiated small groups (intervention) for math -Cycle of Inquiry focused on black students demonstrating stagnant or below grade level reading growth -SIPPS after school April & May -Pre-planning for 3 additional family engagement activities for black families	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Reclassification rates
School Theory of Change:	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.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	- SIPPS block for differentiated early literacy and phonics support in grade K-5	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.	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	- Specific students using a check-in, check-out structure to monitor behavior and SEL goals with classroom teacher and leadership team	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.	Tier 2
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.	- Regular morning meetings in Tk-5 classrooms	Culture and Climate	Tier 2
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		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.	Tier 2

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
ASES contract over \$25K	\$237,230	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	118-1
ASES contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	118-2
Restorative Justice Facilitator	\$87,768	California Community Schools Partnership Program	2205	Classified Support Salaries	8670	Restorative Justice Facilitator	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	118-3
12-Month Community School Manager	\$96,956	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8667	12-Month Community School Manager	0.50	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	118-4
To be allocated in Fall 2023.	\$5,276	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	118-5
CONTRACT - EBAYC	\$150,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	118-6

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Extended Contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	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.	118-7
STIP Teacher	\$83,421	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	679	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic development and communication. Academic Parent Teacher Team Events: 2 instructional nights (math and ELA), 2 days of report card conferences (fall and spring), Parent 1:1s at beginning of the year to learn about student hopes and dreams. Partnership with FSMEI Community of Care offering family events.	118-8
STIP Teacher	\$83,421	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	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.	118-9
Early Literacy Tutor	\$30,528	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8021	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	118-10
Early Literacy Tutor	\$32,485	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8022	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	118-11

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$51,639	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	6695	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	118-12
CLASSIFIED OT	\$3,000	LCFF Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	118-13
To be allocated in Fall 2023.	\$20,320	LCFF Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	118-14
Maintenance Agreement/Copier	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA 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.	118-15
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$42,338	LCFF Supplemental	1105	Certificated Teachers' Salaries	4642	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-16
10-Month Classroom Teacher on Special Assignment (TSA)	\$38,657	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7387	10-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	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.	118-17

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$131,247	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6522	11-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	118-18
Restorative Justice Facilitator	\$12,538	LCFF Supplemental	2205	Classified Support Salaries	8670	Restorative Justice Facilitator	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-19
Attendance Specialist, Bilingual	\$47,544	LCFF Supplemental	2205	Classified Support Salaries	2325	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic development and communication. Academic Parent Teacher Team Events: 2 instructional nights (math and ELA), 2 days of report card conferences (fall and spring), Parent 1:1s at beginning of the year to learn about student hopes and dreams. Partnership with FSMEI Community of Care offering family events.	118-20
Noon Supervisor	\$10,187	LCFF Supplemental	2905	Other Classified Salaries	710	Noon Supervisor	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-21
Noon Supervisor	\$10,639	LCFF Supplemental	2905	Other Classified Salaries	1754	Noon Supervisor	0.27	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-22
Noon Supervisor	\$15,816	LCFF Supplemental	2905	Other Classified Salaries	9007	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-23

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Noon Supervisor	\$17,598	LCFF Supplemental	2905	Other Classified Salaries	9008	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-24
Supplies	\$23,752	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-25
TRANSLATION SERVICES - LANGUAGE LINK	\$10,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	118-26
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$52,922	Measure G, Library Support	1105	Certificated Teachers' Salaries	4641	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-27
Library Technician	\$78,436	Measure G, Library Support	2205	Classified Support Salaries	9093	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-28
Contract for Art or Music	\$11,200	Preschool Support Budget	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	118-29

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,361	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8021	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	118-30
Early Literacy Tutor	\$4,641	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8022	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	118-31
Early Literacy Tutor	\$7,377	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	6695	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	118-32

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$17,776	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	8020	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	118-38



**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

August 9th, 2022

 22-23.Garfield Elementary.School-Parent Compact



School-Parent Compact

Garfield Elementary School

2022-2023

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 2022-2023 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.
 - 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 Academic Parent Teacher Team Meetings (fall, spring)
 - iii) 2 Report Card 1:1 Meetings (fall, spring)
- 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 regularly communicate 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) VIP Parent Team: Grade-level Parent representatives that will support engaging other parents and providing guidance on other school-related programming
 - v) Field Trip volunteers: When allowed, families will support the learning and safety of scholars.
 - vi) 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 read nightly and get physical exercise.
- I understand that my child must come to *school every day*. 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 in-person instruction on time every day and 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 09, 2022, and will be in effect for the period of August 9, 2022 to July 31, 2023.

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: 8/05/2022



Strategic Resource Planning (SRP)

GARFIELD ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Thomas Jakubek
Vice Chairperson:	Jeffrey Parker, Sr.
Secretary:	Edgar Rodriguez-Ramirez

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"/>	
Jeffery Parker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Thomas Jakubek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Maurina Kirkland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Norma Ventura	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Lorena Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Nikita Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Deprece Bonilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Lisa Lim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Aramesha Burrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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.

