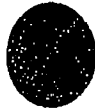


01 - 02 Oakland Unified
Garfield Year-Round



**Garfield
Elementary**

California Department of Education
Education Support and Networks Office

Form 1
LEA Cover Page

**Immediate Intervention/Underperforming Schools Program
(II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS**

Mail original Action School Reform Assistance Office
Plan and three Education Support and Networks Division
Copies to: California Department of Education
721 Capitol Mall, 3rd Floor
Sacramento, California 95814

**Postmarked no later
than Tuesday,
May 15, 2001**



Part I: Application Information: Complete for LEA submitting application for funding.

Name of Local Educational Agency (LEA): Oakland Unified School District 12-Digit County/District Code: 0161259 00000		Total Grant Amount Requested for all schools: FY 2001-02 \$3,734,803.00 FY 2002-03 \$3,747,489.00 Dates of Project Duration: July 1, 2001 to June 30, 2003 Date of local governing board approval:	
District Superintendent: Dennis Chaconas 1025 Second Avenue Address:		District Contact Person: Louise Waters Address: 314 E. 10th Street	
City: Oakland (510) Phone: 879-8200	Zip: 94606 (510) Fax: 879-8800	City: Oakland (510) 879-8613 Phone:	Zip: 94606 lwaters@ousd.k12.ca.us E-mail:

Part II: Signature (Signature must be original. Please use blue ink.)

The Superintendent and Governing Board President of the LEA submitting the application sign on behalf of all principals included in the application.

Dennis Chaconas 5/10/01
 Printed or Typed Name of Superintendent Date

Signature of Superintendent

Jason Hodge _____
 Printed or Typed Name of Board President Date

Signature of Board President

Robert K. Kestrow, Jr.
 Deputy Secretary, Board of Education

**Immediate Intervention/
Underperforming Schools Program (II/USP)**

SCHOOL APPLICATION
For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Garfield Year Round Elementary		Total Grant Amount Requested: FY 2001-2001 \$205,000 FY 2002-2003 \$205,000	
14 Digit County/District/School Code: 01-61259-6001846		Dates of Project Duration: July 1, 2001 to June 30, 2003 Date of local governing board approval: May 9, 2001	
Principal: Ena Harris		External Evaluators: Dorothy M. Leveque, Ed.D. Joseph DeDimicantanio	
Address: 1640 22 nd Avenue		Address: California Curriculum Management Audit Center c/o ACSA 1575 Bayshore Highway	
City: Oakland	Zip: 94606	City: Burlingame	Zip: 94010
Phone: 510-879-1180	Fax: 510-879-1189	Phone: 909-981-0671	E-mail: DRDOTTIE@AOL.COM

Part II: Signatures (Signatures must be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Ena Harris 3/25/01
Printed or Typed Name of Principal Date

Ena A. Harris
Signature of Principal Date

California Curriculum Management Audit Center
Printed or Typed Name of External Evaluator's Organization

Dorothy M. Leveque, Ed.D. 3/25/01
Printed or Typed Name of External Evaluator Date

Dorothy M. Leveque, Ed.D.
Signature of External Evaluator

Action Plan Team Members' Signature Page**II/USP**

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: Dorothy M. Leveque, Ed.D. Community Member, East Bay	<i>Dorothy M. Leveque, Ed.D.</i>	4-11-01
Isabel Toscano Asian Youth Corp		
Fam Saetum Parent	<i>Fam Saetum</i>	4-9-01
Rosa Ramirez Parent	<i>Rosa E. Ramirez</i>	4-9-01
Vincent Lynch Parent	<i>Vincent B. Lynch</i>	4-9-01
Carol Yokoi Teacher	<i>Carol Yokoi</i>	4-9-01
Tony Gomez Teacher	<i>Tony Gomez</i>	4-9-01
Elizabeth Johnson Teacher	<i>Elizabeth Johnson</i>	4-9-01
Sharon Blackburn Teacher	<i>Sharon Blackburn</i>	4-9-01
Lillie Andrada Teacher	<i>Lillie Andrada</i>	4-9-01
Shao Fung Teacher	<i>Shao Fung</i>	4/9/01
Helen Maniates Community Member (ECR-Early Childhood Research)		
Viet Nguyen Teacher	<i>Viet Nguyen</i>	4/9/01
Ralph Elder Teacher	<i>Ralph Elder</i>	4/9/01
Kristal Chin Assistant Principal	<i>Kristal Chin</i>	4/9/01
Ena Harris Principal	<i>Ena A. Harris</i>	4/9/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

	Page(s)
Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1-2
B. Solutions/strategies for overcoming these barriers and underlying causes.	2
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	2-3
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	3-4
E. Annual growth targets at least as high as those adopted by the State Board of Education.	4
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	5
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	5

2. Parental and Community Involvement

The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	5-6
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3. Fiscal Management

The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	6
B. Linked to overcoming barriers to achievement.	6-7
C. Not in excess of available funds (II/USP and other sources).	7

4. Personnel Management

The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	8
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	8
C. How professional development is provided to all teachers.	8-9
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the school site.	9
E. How professional development is directly related to areas where student academic performance needs improvement.	9

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	9
B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	9-10
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	10
D. Any lack of instructional materials is addressed.	10

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	10
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	10

GARFIELD YEAR ROUND II/USP ACTION PLAN

The Garfield Year Round Elementary School Action Plan is based on the CCMAC/CMSI Diagnostic Report, March 2001. The school site community team, consisting of parents, community members, and school representatives, met in a series of meetings with the external evaluators to develop the II/USP Action Plan.

The Strategic Objectives and Proposed Action Steps are based on the six barriers and six strategies considered priorities by the external evaluators, team, and staff. The strategies selected were based on 1) whether the actions would affect improved student learning in the next two years; 2) whether the actions were within the control of the school, 3) feasibility of actions which could successfully be implemented. These prioritized findings became the basis for II/USP Action Plan. The six barriers are affected in some way by the district's level of support. Based on the findings of the CCMAC/CMSI Diagnostic Report, the officials of the Oakland Unified School District will need to provide on-going support to Garfield Year Round Elementary School to ensure continuous improved student achievement for and beyond the next two years.

The following outlines the plan of action to be taken by Garfield Year Round Elementary School to impact higher student achievement and other measures as specified by the II/USP statute.

1. Governing Board Policies

A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.

The following are the six major barriers identified by the external evaluators as the critical areas needing to be addressed to impact higher student achievement.

Barrier 1.0: The written curriculum is inadequate to direct teaching.

Barrier 2.0: The assessment provided by the district, which is aligned to the curriculum, is inadequate.

Barrier 3.0: Alignment of textbooks, materials and programs to district curriculum and identified assessments are weak or nonexistent. Programs for English Language Learners are fragmented and inconsistent.

Barrier 4.0: Usage of the mastery teaching approach and effective teaching strategies is not sufficient to insure that all students are mastering the curriculum.

Barrier 5.0: Staff expectations of high student achievement vary greatly; monitoring of the overall content and quality of instruction is improving, but feedback and assistance provided are inadequate to improve teaching.

Barrier 6.0: Staff training is inadequate to ensure that district and school student achievement goals are met; the school facility is not well maintained, clean, or adequate and does not promote creative and innovative approaches to teaching and learning.

B. Solutions/strategies for overcoming these barriers and underlying causes.

The following are the six major strategies made by the External Evaluators for removing the six barriers to higher student achievement.

Strategy 1.0: Design a focused, deeply aligned written set of curriculum objectives which clearly direct teaching to provide opportunities for students to learn that for which they are held accountable.

Strategy 2.0: Develop an assessment program, which is aligned to the curriculum objectives, which are recommended for development in 1.0 of this report.

Strategy 3.0: Develop a content and context alignment of programs, textbooks, and instructional materials to the district's Standards-Based Aligned Curriculum for language arts, mathematics, and English language development.

Strategy 4.0: The staff use a mastery teaching approach and use effective teaching strategies to insure all students master the curriculum.

Strategy 5.0: Establish school-wide expectations for student mastery of identified curriculum objectives; strengthen the observation, feedback, and coaching skills of site administrators through focused training on curriculum design and delivery; curriculum alignment; data disaggregation, analysis and use; and classroom management.

Strategy 6.0: Create a singular focused, multi-year site based plan which links resources to goals; implement the district's facilities modernization plan for Garfield Year Round Elementary School.

C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.

The External Evaluators found that property crimes and battery against persons are the two areas of highest incidence in Oakland Unified School District. Student suspension rates at Garfield averaged 7 students per month during the 1999-2000 school year. During the first three

months of 2000-2001, the average was 5 students per month. Staff identified the need for a comprehensive school-wide discipline plan that is consistently administered.

The largest crime/safety factor that impacts students and staff at Garfield, however, is the maintenance of a city owned park adjacent to the school. The park is used as a playground for students during the school day, but is open to the public on weekends and after school hours. The park is generally used by the local indigent population during off school hours. Some staff members report that they clean the park area each morning. They report cleaning up broken glass, used condoms, needles and syringes, human excrement, etc. daily, but especially following weekends.

D. How school and district conditions in the *School Accountability Report Card* are being addressed, as needed.

The following areas were identified as needing to be addressed by the External Evaluators along with how they will be addressed in the Action Plan:

SCHOOL ACCOUNTABILITY REPORT CARD CONDITIONS TO BE ADDRESSED		
Areas Identified By External Evaluators	How The Area Will Be Addressed	Location in School Imp. Plan
Achievement Levels on the SAT-9	Alignment of Curriculum, Instruction, and Assessments.	Action Plans 1 & 2
The Number of Certified Teachers	Provide Opportunities for Additional Training, Mentoring and Coursework	Action Plan 2
Counseling and Pupil Support Services	Realignment of Roles/Responsibilities and Membership in Local Collaborative	Action Plan 3
School Safety Plan	Improvement of School Facility to Meet State Standards and Codes Through District Modernization Funds	Action Plan 3
School Safety Plan	Eliminate Dangers Inherent in Adjacent Park	Action Plan 3
School Safety Plan	Improve Student Discipline Through Establishment of a Comprehensive	Action Plan 3

	Discipline Plan	
Meet API Overall Goals and Subpopulation Goals	Alignment of Curriculum, Instruction and Assessment; Improve Instructional Methods.	Action Plans 1 and 2

E. Annual growth targets at least as high as those adopted by the State Board of Education.

The School Action Plan Team has set annual growth targets that surpass those adopted by the California School Board of Education's targets.

To accomplish the identified growth targets, the following "target academic objectives" have been established:

- 1.0: By May 2002, Garfield Year Round Elementary School students will exceed the school's API growth target by 5 points overall and in each of the subgroups.
- 2.0 By May 2003, Garfield Year Round Elementary School students will exceed the school's API growth target by 5 points overall and in each of the subgroups

API SCORES AND TARGET GROWTH

Group	2000 API Base	2000-01 Growth Target	2001 API Base	2001 API Base	2001-02 Growth Target	2001 API Target	2002 API Base	2002-03 Growth Target	2003 API Target
All Students	438	23	461		23			23	
Sub Group African American	396	19	415		19			19	
Asian	576	19	549		19			19	
Hispanic	366	19	399		19			19	
Sub Group SED*	434	19	467		19			19	

F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school

Short Term Target Academic Objectives—As part of this plan Quarterly Benchmark Assessments will be created. (Action Step 1.3) In 2001-2002 each student shall increase his/her score from quarter to quarter. In 2002-2003 each student will increase his/her score on the Benchmark Assessments by a set percentage each quarter. In the same manner reading scores on Open Court Assessments will increase each time they are given.

G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.

The School Improvement Plan developed around the Target Academic Objectives will be monitored using the following strategies:

- At monthly meetings, each strategic action event will be analyzed by the School Site Council as to its accomplishment and value in moving the staff toward the achievement of the target objectives.
- The Principal and Assistant Principal, as well as teacher mentors and teachers on special assignment, will complete short walk through observations in the classrooms, ascertaining the curriculum objectives being taught and comparing them with the expected curriculum objectives. Effective teaching practices will be identified and observed. Feedback will be given to staff on a regular basis.
- Under the leadership of a grade level teacher leader, each grade level will meet to discuss movement of individual students, as well as the entire group of students, toward achievement of the target objectives and what modifications need to be made in their practice.

2. Parental and Community Involvement

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.

The following presents many of the steps taken to involve parents and community in the development of the Action Plan and their involvement in carrying it out.

- On December 18, 2000 and January 24, 2001, two separate meetings were held in which parents/community members were oriented to the II/USP grant and were asked for their ideas

for impacting higher student achievement. These ideas were summarized and part of the Diagnostic Review Report prepared by the External Evaluators and were used by the Action Team in this plan.

- The Action Plan Team was comprised of 31 individuals, 19 of whom were parents/community members. A representative subgroup of these individuals prepared this Action Plan. The full Action Plan Team reviewed and approved the Plan before submittal. The Action Planning Team will reconvene annually to review each Action Step as to completion and results.
- Parent/community involvement activities are included in the II/USP Plan (Strategic Objective 1.0, Steps 1.5a-b and 1.14; Strategic Objective 2.0, Step 2.5, a-c; Step 2.9, a-c; Strategic Objective 3.0, Step 3.1, a-b; Step 3.3, Step 3.4, a-c; Step 3.4, a-b)

3. Fiscal Management

A. An effective and efficient allocation of II/USP, matching funds, and other resources.

The following is a summary of the allocation of II/USP funds, matching funds and other resources:

Projected II/US Funds	Matching Funds
Year One: \$205,000	\$205,000 Title I, SIP, EIA
Year Two: \$205,000	\$205,000 Title I, SIP, EIA

B. Linked to overcoming barriers to achievement.

The total amount projected for expenditures are each directly related to overcoming the six barriers identified by the External Evaluators. For example:

- \$200,000 is allocated for curriculum development designing deeply aligned objectives to be taught at each grade level. \$50,000 is allocated for consultant services; \$150,000 is allocated for teacher substitutes/teacher stipends. (Barrier 1.0)
- \$150,000 is allocated for developing aligned assessments to the target objectives which teachers can use for diagnostic purposes to determine pre-requisites, acquisition, and mastery of the objectives as well as to differentiate the objectives at the right level of difficulty for each student. (Barrier 2.0)
- \$50,000 is allocated for training activities to assist teachers in aligning their teaching to the target objectives, aligning instructional resources to these objectives. (Barrier 3.0)

- \$25,000 is allocated for training activities to assist teachers in using the mastery teaching approach and effective teaching strategies to ensure that all students are mastering the curriculum. (Barrier 4.0)
- \$25,000 is allocated for training activities to assist school leaders in monitoring the content and quality of instruction and in providing meaningful feedback, coaching and assistance to the instructional staff. (Barrier 5.0)

C. Not in excess of available funds (II/USP and other sources).

The projected expenditures are within the funds available through II/USP and current funds made available to Garfield Year Round Elementary School and other resources normally available. The anticipated amount to be received from the II/USP funds based on 1999-2000 CBEDS is \$205,000 per year (1025 students x \$200 per student allocation = \$205,000). The other funds, site categorical and general fund allocations, and district modernization funds will support and extend the initiatives identified in the School Plan.

4. Personnel Management

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.

The following presents the number of teachers and the number of fully certificated teachers by academic area and grade level.

Number and Percentage of Fully Certificated Teachers in Place For Grade Level		
Grade Level	Number of Teachers	Percent Certificated
K	8	87.5
1	8	62.5
2	8	87.5
3	8	87.5
4	4	75
5	6	100

B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.

District programs and resources provide hiring and training opportunities to continuously strengthen Garfield's staff through hiring and/or training teachers:

- New teachers are recruited through the DTE program at the University of California, Berkeley and JFK University, Orinda.
- The Teacher Pipeline Program provides training and support for new teachers who choose to enroll in the program. (One Garfield teacher is currently enrolled.)
- California State University, Hayward provides an Internship program through which teachers may earn a Master's Degree and CLAD certification.
- OUSD's Mentor Teacher Program provides ongoing training and support for new teachers.

C. How professional development is provided to all teachers.

Professional development is the major strategic action of the School Improvement Plan. Building staff capacity and knowledge of powerful strategies for bringing about high student achievement is the core of the plan. An estimated \$50,000 (or 25%) of II/USP funds will be spent on professional development of teachers. Every attempt is being made to expend dollars

on actions that will have long lasting effects. They will not be spent for additional personnel directly serving students for which funding will not be available after II/USP funds are no longer available. Professional development will take many forms as indicated in each of the Action Plans.

D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.

Training will focus on the use core content standards using a standards-based instructional approach. In addition to district sponsored training in Open Court Reading, all teachers will participate in a seminar devoted to understanding how to teach state core content standards, as defined by OUSD, and a seminar on effective teaching practices which incorporates the standards-based mastery teaching instructional model designed by Fischer, Carroll and Bloom.

E. How professional development is directly related to areas where student academic performance needs improvement.

Year one will focus the professional development on reading and writing instruction. The examples used in the training will be in these areas. All staff will participate in training, as specified in Action Plan Steps 1.2b, 1.2f, 1.3c, 1.6a, 1.6b, 1.11, 1.12c, 2.1a, 2.3a, and 2.4b. The second year will focus the professional development examples on mathematics as well as language arts. Staff will participate in training, as specified in Action Plan Steps 2.6a, 2.7a-b and 2.8b.

5. Curriculum Management

A. Each student has a complete set of instructional materials aligned to the state core content standards.

During the first year, one of the steps in Action Plan One of the School Improvement Plan is to align instructional materials to the essential state core content standards and the District's Standards-Based Aligned Curriculum in Language Arts and English Language Development. During the second year, mathematics alignment will be established.

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.

The materials to be used in kindergarten through grade five are all adopted by the State Board of Education as follows:

Grade	Language Arts Series	Mathematics Series
K	Open Court	Mathland
1	Open Court	Mathland
2	Open Court	Mathland
3	Open Court	Mathland
4	Open Court	Mathland
5	Open Court	Mathland

C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.

Not applicable to this K-5 school.

D. Any lack of instructional materials is addressed.

The following supplemental materials are also used.

Grade	Language Arts Series	Mathematics Series
K	Cuento Mundos	N/A
1	Cuento Mundos	N/A
2	Cuento Mundos	Math Steps
3	Cuento Mundos	Math Steps
4	Cuento Mundos	Math Steps
5	Cuento Mundos	Math Steps

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.

The school staff is committed to a data driven approach to improvement efforts. Several steps in Action Plan Two are devoted to assessment approaches to be used. These steps include:

Action Steps 2.1a, 2.1b, 2.3b, 2.6a, 2.6b, 2.7b

F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.

The school staff is committed to disaggregating student achievement to determine student progress of each student. In Action Plan Two the following steps exemplify this commitment:

Action Steps 2.1a, 2.1b, 2.2c, 2.2g, 2.3b, 2.6a, 2.6b, 2.6d, 2.7b

The following 10 pages represent all of the Action Steps to be taken to promote higher achievement at Garfield School.

ACTION STEPS

Strategic Objective 1.0: Design a focused, deeply aligned written set of curriculum and assessment objectives which clearly direct teaching to provide opportunities for students to learn that for which they are held accountable.

Measurement of Strategic Objective 1.0:
 A written scope and sequence of approximately 15 reading and writing objectives by grade level, placed in the curriculum sequence so that students will master the objectives prior to being assessed on the objectives.; Curriculum maps, developed by each teacher, indicating when objectives are being taught during the school year.; Lesson Plans for each teacher which incorporate the identified objectives; Principal and Assistant Principal Walk Through, Observation, and coaching logs. Student assessment data (SAT-9, State ELD assessments, district assessments, quarterly benchmark assessments)

Step #	Action Step	Person(s) Responsible	Timeline	
			Start	Complete
1.1	Select API targeted objectives in Language Arts for each grade level.	Principal	5/01/01	5/31/01
1.2	Select a consultant to:	Principal	06/01	06/02
1.2a	Align (content and context) state standards, district standards, SAT 9 objectives, and instructional materials in Language Arts.			
1.2b	Hire a consultant train Garfield staff to look at existing materials to select appropriate lessons to fill in gaps and holes.			
1.2c	Write lessons to fill in remaining gaps and holes.			
1.2d	Develop quarterly benchmark assessments for identified objectives.			
1.2e	Provide homework connected to targeted objectives.			
1.2f	Provide a two-day training seminar on curriculum alignment basic			

	premises and use of the developed aligned materials for all staff.				
1.3	Design and implement a process for administration of quarterly benchmark assessments including:				
1.3a	A timeline for administration of assessments.	Principal	06/01	08/01	
1.3b	Provide support for classroom teachers in administration of benchmarks.	Principal, Ass't. Principal	6/01	06/03	
1.3c	Provide support in using assessment data to improve teaching.	Teacher Leaders	5/01/01	10/01/01	
1.4	Design and implement a comprehensive school-wide extended learning program to meet the needs of low performing students.	Principal	4/01/01	9/01/01	
1.5	Design and implement a system for reporting information to parents on targeted objectives.	Teacher Leaders, Parent Workgroup	5/01/01	10/01/01	
1.5a	Prepare and disseminate a parent brochure in the language of each of the parent subgroups, which identifies the key objectives for language arts and English language development.	Principal, Ass't. Principal, Bilingual Staff	9/01	6/02	
1.5b	Design and provide regular and ongoing training opportunities for parents to: a) understand curriculum and assessment, b) assist their children at home, c) expand their own knowledge and skills, d) increase parents' level of fluency in English.	Principal, Ass't. Principal, Bilingual Staff, ELAC Leaders	9/01	6/02	
1.6	Design and implement Language Development programs so that all students have access to targeted objectives through English language fluency.	Principal and Early Childhood Resources	8/01/01	6/30/02	
1.6a	Hire a consultant to: 1) align State ELD curriculum, adopted and	Principal	6/01	8/01	

	supplemental materials, the LAS and the SAT-9, 2)train staff to examine existing materials to select lessons to fill in gaps and holes in the completed alignment, 3)develop quarterly benchmark assessments for identified objectives, 4)provide homework connected to targeted objectives 5) provide training for all staff in the use of the alignment system and products			
1.6b	Provide training for teachers on working with African-American students in developing Academic English proficiency.	Principal, Ass't. Principal	9/01	6/02
1.6c	Select target objectives for each Language Development level.	Bilingual Staff	9/01	6/02
1.7	Use the Principal's Walk Through approach to support teachers.	Principal		
1.7a	Train the school leaders in Principal's Walk Through Training.	Principal	8/01	12/01
1.7b	Through the use of regular walk-throughs, provide coaching and mentoring for teachers.	Principal, Ass't. Principal	8/01	6/03
1.8	Apply for the Reading Excellence Act grants	Principal	annually	
1.9	Write a teacher guidebook for implementation of the curriculum.	Ass't. Principal,	9/01	6/02
1.10	Select API targeted objectives in math for each grade level.	Principal	6/02	7/02
1.11	Hire a consultant to: a) align (content and context) state standards, select appropriate lessons to fill in gaps and holes in the completed alignment, write lessons to fill in remaining gaps and holes, b)develop quarterly benchmark assessments for identified objectives, c)provide homework connected to targeted objectives,	Principal	6/02	6/03

	d) train staff in the use of the aligned curriculum and support materials for mathematics			
1.12	Implement a process of using quarterly benchmark tests.	Principal	9/02	6/03
1.12a	Create a timeline for the administration of assessments.	Principal	9/01	10/01
1.12b	Support classroom teachers in administration of benchmarks.	Principal, AP	9/01	6/03
1.12c	Train and support staff in using assessment data to direct teaching.	Principal, Consultant	10/01	4/03
1.13	Design and implement a comprehensive school-wide extended learning program to meet the needs of students not meeting benchmarks.	Principal, Ass't. Teacher Leaders	9/02	6/03
1.14	Design and implement a system for reporting information to parents on targeted objectives.	Teacher Leaders	9/02	6/03
Strategic Objective 2.0: Design a process for effective curriculum delivery to ensure continuous improvement of student achievement.				
Measurement of Strategic Objective 2.0:				
Quarterly staff and parent surveys; Students' academic achievement data (SAT-9, State ELD assessment, district assessments, site benchmark assessments); Staff development training sign-in sheets; Student redesignation data				
2.1	Develop and implement a comprehensive Language Arts program for all students which includes the district adopted Open Court program.	Asst. Principal, Literacy Coach	06/01	06/03
2.1a	Provide three half-days of training each quarter for all staff to enable staff to: 1) analyze district assessments, site Benchmark assessments and SAT-9 results; 2) identify at-risk students based on assessment data; 3) identify specific student needs by objective; 4) identify	Principal	06/01	06/03

	specific methods to remediate needs (in class, special programs, summer school, etc.)			
2.1b	Calendar regular grade level meetings twice a month for: 1) curricular alignment; 2) pacing; 3) sharing strategies; 4) identify needs for extended learning opportunities; 5) analyze assessment data; 6) adjust student classroom groupings, as needed.	Principal	06/01	06/03
2.1c	Implement team-teaching, buddy reading and/or peer tutoring as appropriate.	Principal	06/01	06/03
2.2	Develop and implement a comprehensive program to ensure that all students are proficient in English.	Principal	06/01	06/03
2.2a	Assess all ELL students using State ELD Test and "Into English" Authentic Assessment.	Site Staff	06/01	06/03
2.2b	Assess all African-American students using an identified AED assessment program and/or Open Court assessment.	Site Staff	06/01	06/03
2.2c	Review and analyze results and determine needs, proficiency level by proficiency level.	Site Staff	06/01	06/03
2.2d	Define and implement a transitional bilingual program for ELL students whose parents request 227 waivers.	Site Staff	06/01	06/03
2.2e	Implement a structured English language development program for African-American students, as appropriate.	Site Staff	06/01	06/03
2.2f	Implement a structured English language development program for identified students, as appropriate.	Site Staff	06/01	06/03

2.2g	Use State and locally identified assessments to measure student progress. Analyze data & use analysis to improve programs.	06/01	06/03
2.3	Provide training for all staff to ensure successful implementation of the identified Language Arts and ELD programs.	06/01	06/03
2.3a	Staff will receive in-service training as follows: Team teaching, AED, SE model, ELD model, "Open Court", Curriculum alignment, "Into English"	06/01	06/03
2.3b	Teachers will meet two Wednesdays a month to provide site grade level structured planning and collaboration.	06/01	06/03
2.3c	Train facilitators so that teacher meetings are focused on language arts/ELD/AED objectives.	06/01	06/03
2.4	Develop and provide extra training for non-certificated teachers.	06/01	06/03
2.4a	Develop and use needs assessment for non-certificated teachers in the areas of: 1) language arts, 2) language development strategies for ELL & African American students	06/01	06/03
2.4b	Train teachers in classroom management and implement model.	06/01	06/03
2.4c	Stipend retired teachers and/or use district personnel to coach and model lessons for new teachers.	06/01	06/03
2.4d	Identify buddy teachers for new teachers and establish regular, formal meeting times (in addition to informal "buddy" meetings) at least monthly.	06/01	06/03
2.5	Provide ongoing training for parents so that they:	06/01	06/03

	a) know what students are being taught b) learn skills to assist their children in learning	Grade Level Team Leaders		
2.5a	Provide curriculum information for parents through all possible times and mediums. Provide translators as needed.	Principal	06/01	06/03
2.5b	Provide written curriculum information for parents (objectives to be taught and assessed) in parent brochures and quarterly newsletters.	Principal	06/01	06/03
2.5c	Provide ongoing training for parents in at least the following areas: Helping their children at home, ELD, test understanding, analysis, and skills, AED.	Principal	06/01	06/03
2.6	Develop and implement a comprehensive math program including district adopted Math programs.	Principal, Asst. Principal Grade Level Team Leaders	06/02	06/03
2.6a	Refer to Step No. 2.1a	Principal	06/02	06/03
2.6b	Refer to Step No. 2.1b	Principal	06/02	06/03
2.6c	Implement team-teaching, and/or peer tutoring as appropriate.	Principal	06/02	06/03
2.6d	Refer to Step No. 2.2g	Site Staff	06/02	06/03
2.7	Provide training for all staff to ensure successful implementation of the identified math program.	Principal	06/02	06/03
2.7a	Staff will receive in-service training as follows: Team teaching, AED, SE Model, curriculum alignment, District adopted math program	Principal	06/01	06/03
2.7b	Refer to Step No. 2.3b	Principal	06/01	06/03

2.8	Develop and provide extra training for non-certified teachers.	Principal, District Staff	06/01	06/03
2.8a	Develop and use needs assessment for non-certified teachers to support student learning for all groups.	Principal	06/01	06/03
2.8b	Train teachers in classroom management and implement model.	Principal	06/02	06/03
2.8c	Stipend retired teachers and/or use district personnel to coach and model lessons for new teachers.	Principal	06/02	06/03
2.8d	Identify buddy teachers for new teachers and establish regular, formal meeting times (in addition to informal "buddy" meetings) at least monthly.	Principal Grade Level Team Leaders	06/02	06/03
2.9	Refer to Step No. 2.5	Principal, SSC Leaders	06/02	06/03
2.9a	Refer to Step No. 2.5a	Principal, SSC Leaders	06/02	06/03
2.9b	Refer to Step No. 2.5b	Principal, SSC Leaders	06/02	06/03
2.9c	Provide ongoing training for parents in key areas.	Principal, SSC Leaders	06/02	06/03
Strategic Objective 3.0: To create a safe and orderly learning environment which will enable students to achieve target objectives.				
<u>Measurement of Strategic Objective 3.0:</u>				
Biannual staff/student/parent surveys, Students' academic achievement data (SAT-9, district assessments, site Benchmark assessments), School crime statistics report, Student and teacher attendance.				
3.1	Implement OUSD plan to modernize and upgrade the school facility.	Modernization Mgr.	5/01	ongoing
3.1a	Hold School/Community Based/Facilities Meeting to discuss building	Modernization Mgr.	5/01	6/01

	modernization.			
3.1b	Present to staff and parents of a timeline for building improvements	Modernization Mgr.	5/01	6/01
3.1c	Clear directions to staff regarding clean up & packing.	OUSD/ Principal	5/01	6/01
3.2	Improve Facilities Procedures	Principal/Facilities Mgr	6/01	6/03
3.2a	Hire Site Supervisor	Principal/OUSD	7/01	7/03
3.2b	Develop physical facilities quality control form for students/staff/community.	Principal/Site Manger Staff/Parents/Students	8/01	6/03
3.3	Develop a teamwork approach among classified, certificated, management, students and parents to accomplish school goals.	Principal/Site Manager Parents/Students	8/01	6/03
3.3a	Clarify roles and responsibilities for all staff members and adopt a "Customer Service" focus.	OSUD Principal/Site Manager	7/01	6/03
3.3b	Strengthen Administrative monitoring of roles, responsibilities and focus activities of all staff.	Administrators	7/01	6/03
3.3c	Develop habits of cleanliness, respect, safety and good hygiene on the part of the students through assemblies and instruction.	Principal/ Site Manager Staff	9/01	6/03
3.3d	Through the use of contest and a program, improve campus cleanliness, pride, and student responsibility for the school.	Nurse	12/01 9/02	6/02 6/03
3.4	Develop and implement a written agreement between the City of Oakland and OUSD concerning use of the adjacent park.	Principal/ Site Manager	9/01	6/03
3.4a	Community, staff meeting with OUSD and Oakland Parks and Recreation.	Principal Site Manager	6/01	9/01
3.4b	Community Cleanup of park and surrounding area	EBAYC, PTA	9/01	6/03

3.4c	Through PTA Meetings and classroom instruction of healthy use of the park enhance the friendly use of the park.	Principal	9/01	6/03
3.5	Reassess, develop and implement a schoolwide discipline plan for all students.	Work Group	7/01	9/01
3.5a	Through the use of a schoolwide team of parents, students, staff and administration, revise and implement discipline policies and procedures.	Principal Site Manager Work Group	7/01	9/01
3.5b	Develop and implement the use of "Guarantee of Learning" agreement between students, parents, and staff.	Principal/Staff Parents/Students	9/01	10/01
3.5c	Develop and implement a program of structured recess activities for students	Site Manager PTA	2/02	6/03

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

Name of District: Oakland Unified School District
CDS Code: 01-61259

Name of School: Garfield Year Round Elementary School
CDS Code: 01 61259 6001846

School Contact Person: Ena Harris, Principal	Phone: 510-879-1180	E-mail: enascar@ousd.k12.ca.us
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SACS Resource Code: 7255 School Enrollment: 1025 (From 1999-00 CBEDS)
SACS Revenue Code: 8590 Cost per student: \$200 (Up to \$200 per student)
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	\$90,000	\$74,360*
				1, 15, 17
	2000	Classified Personnel Salaries	18,000	18,000
				1, 15, 17
	3000	Employee Benefits	30,240	17,640
				1, 15, 17
	4000	Books, Materials, Supplies	10,000	20,000
				1, 15, 17
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	50,598	75,000
				1, 15, 17
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs	6,162	
Total Amount of II/USP Funds Requested			\$205,000	
Total Matching Funds & Source Codes				\$205,000

*and Staff Development Buy Back Day Funds

Budget Justification 2001-2002

1000 Certificated Personnel Salaries

\$64,500 towards the salary of a 1.0 FTE Site Supervisor
Stipends for Staff Development at \$45/hour—300 hours=\$13,500
Substitute Teachers for Released Time @ \$120/day—100 days=\$12,000

Total: \$90,000

2000 Classified Personnel Salaries

\$6,000 of clerical time at \$15/hour for 400 hours
\$12,000 for instructional aides for intervention activities for 800 hours @ \$15/hour

Total: \$18,000

3000 Employee Benefits

Benefit costs for instructional aides, Site Supervisor, and clerical assistance

Total: \$30,240

4000 Books, Materials, Supplies

To be used for instructional supplies to support intervention activities

Total: \$10,000

5000 Services and Other Operating Expenses

5200 Travel

\$.31 for mileage for teachers and consultants for professional development
activities—\$1550 for 5000 miles
\$150 expenses/day for consultants—\$3750 for 25 days

5700 Interprogram Services

Copying costs for parent pamphlets, assessments, brochures, schedules,
calendars—\$2000

5800 Operating Expenses/Contracts

\$20,000 towards tuition for professional development activities

\$22,730 towards contracts with consultants for professional development and trainings. MOU will be kept on file with contracts and resumes.

Total: \$50,303

6400 Indirect Costs

For District support and monitoring of Action Plan

Total: \$6,162

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

Name of District: Oakland Unified School District
CDS Code: 01-61259

Name of School: Garfield Year Round Elementary School
CDS Code: 01 61259 6001846

School Contact Person: Ena Harris, Principal	Phone 510-879-1180:	E-mail: enascfar@ousd.k12.ca.us
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	Total Matching Funds & Source Codes			\$205,000

*and Staff Development Buy Back Day Funds

Budget Justification 2002-2003

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Total: \$90,000

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Benefit costs for instructional aides, Site Supervisor, and clerical assistance

Total: \$30,240

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To be used for instructional supplies to support intervention activities

Total: \$10,000

5001 Services and Other Operating Expenses

5200 Travel

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\$150 expenses/day for consultants—\$3750 for 25 days

5700 Interprogram Services

Copying costs for parent pamphlets, assessments, brochures, schedules, calendars—\$2000

5800 Operating Expenses/Contracts

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Total: \$50,303

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For District support and monitoring of Action Plan

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