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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Global Family Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Global Family 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Global Family Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Global Family Elementary School
CDS Code: 1612590115584
Principal: Juan Vaca
Date of this revision: 5/14/20

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: Juan Vaca

Position: Principal

Address: 2035 40th Avenue
Oakland, CA 94601

Telephone: 510-879-1280

Email: juan.vaca@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Global Family Elementary School **Site Number:** 114

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 5/14/2024

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

Flyers in students' home languages

Other (notices, ParentSquare blasts, etc.)

Signatures:

Juan Vaca _____

Principal

Macedonia Ramirez _____


SSC Vice Chairperso.

Monica Thomas _____

Network Superintendent

Lisa Spielman _____

Director, Strategic Resource Planning



Signature

Monica Thomas

Signature

Lisa Spielman

Signature

_____ 5/15/2024

Benjamin Davis
Benjamin Davis 8/15/2024
President, Board of Education

Date

5/15/2024

Date

Kyla Johnson Trammell
Kyla Johnson Trammell 8/15/2024
Secretary, Board of Education

5/15/24

Date

5/15/24

Date

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: Global Family Elementary School **Site Number:** 114

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|-------------------|---|
| 1/16/2024 | Cafecito | Title1/CCSPP Input sessions |
| 3/12/2024 | SSC | We discussed the SPSA and the importance of following through on the action plan. |
| 4/9/2024 | ILT | Review and Modify sections in the SPSA. |
| 4/16/2024 | SSC | Look over the SPSA. Ask for Feedback |
| 5/13/2024 | Faculty | Shared via email |
| 5/15/2024 | SSC | Final Review and approval |
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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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$163,135.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | see FTE award |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$1,077,707.00 |

Federal, State, and Local Funds

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

| Federal Programs | Allocation | State or Local Programs | Allocation |
|---|------------------|---|------------------|
| Title I, Part A Schoolwide Program (Title I #3010) | \$148,680 | LCFF Discretionary (General Purpose Discretionary #0000) | \$22,750 |
| Title I, Part A Parent & Family Engagement (Title I #3010) | \$4,130 | LCFF Supplemental (LCFF Supplemental #0002) | \$303,075 |
| 21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124) | \$0 | Local Control Funding Formula Equity Multiplier (#7399) | \$0 |
| Title IV, Part A Student Support & Academic Enrichment (Title IV #4127) | \$10,325 | After School Education & Safety (ASES) (ASES #6010) | \$132,483 |
| Comprehensive Support & Improvement (CSI) Grant (CSI #3182) | see FTE award | California Community Schools Partnership Program (CCSPP #6332) | \$376,165 |
| | | Proposition 28 (Arts & Music in Schools) (#6770) | \$80,099 |
| | | Measure H (Measure H #9339) | \$0 |
| | | Measure G1 (Measure G1 #9332) | \$0 |
| SUBTOTAL OF FEDERAL FUNDING: | \$163,135 | | \$914,572 |

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| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$1,077,707.00 |
|--|-----------------------|

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

| | | |
|---|-------------------------------------|---------------------------------------|
| School Name: Global Family Elementary School | | School ID: 114 |
| CDS Code: 1612590115584 | SSC Approval Date: 5/14/2024 | Board Approval Date: 8/14/2024 |

School Mission and Vision

Global Family prepares students to be bilingual and biliterate to meet the challenges of the 21st century. Global Family provides a rigorous academic program that will produce students who are problem solvers, critical thinkers, and competent writers. Global Family is committed to increasing multicultural competence and awareness among our students. We are dedicated to the safety, prosperity and the life long learning needs of our community.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

At Global Family, we serve the second largest population of elementary newcomer students in the district. Many of our newcomer students come to Global Family with little to no educational history and struggle to adapt to the expectations of the educational system. Many of our parents are illiterate and are not able to support and reinforce the learning that takes place at home. Many of our families have to work and students are left with caregiver who might not provide the same level of attention need to progress academically. The language barrier, lack of tech saviness, inability to support at home, and assimilation to a new culture are all factors continue to hinder our students to progress academically.

School Demographics, 2022-23

| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
|----------|--------------------------|----------|--------------------|----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 51.1% | 1.7% | 94.8% | 0.2% | 0.0% | 14.0% | 98.1% | 83.9% | 1.7% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 48.9% | 0.0% | 1.0% | 0.0% | 0.5% | 0.0% | 97.9% | 15.6% | 90.9% |

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

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|--------------------------------|--|
| School Goal: | Increase student reading, math, and bi-literacy rates across TK-5 by focusing on improving the instructional core: providing teachers with adequate coaching/feedback, time for data analysis, and time to intellectually prep their lessons, so that they provide quality lessons for students that are standards aligned, differentiated, and support both languages for students. |
| Identified School Need: | Students in grades 1-5 will make 10% growth in iReady with each diagnostic administered. 80% of Kindergarteners will know all their letter names and sounds. Students in grades K-2 will received foundational skills in English (SIPPS) and Spanish every day. |

Early Literacy Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten) | All Students | 28.3% | not available until fall 2024 | not available until fall 2025 | 38.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1) | All Students | 34.2% | not available until fall 2024 | not available until fall 2025 | 44.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2) | All Students | 55.9% | not available until fall 2024 | not available until fall 2025 | 65.0% |

English Language Arts Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met | All Students | -93.3 | not available until fall 2024 | not available until fall 2025 | -83.3 |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5) | All Students | 53.8% | not available until fall 2024 | not available until fall 2025 | 63.0% |

Mathematics/Science Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|--------------------------------------|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC Math Distance from Standard Met | All Students | -102.2 | not available until fall 2024 | not available until fall 2025 | -92.0 |

| | | | | | |
|---|--------------|------|-------------------------------|-------------------------------|-------|
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | 5.7% | not available until fall 2024 | not available until fall 2025 | 15.0% |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 6.6% | not available until fall 2024 | not available until fall 2025 | 16.0% |

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

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| School Goal: | Increase the reclassification rates of ELLs and LTELs and accelerate achievement for students with IEPs by improving Tier 1 instruction across the school. Focus on differentiated instruction and goal-setting to ensure high quality instruction for all students. Focus on deploying Tier 2 support to support increased dosages of high quality instruction. |
| Identified School Need: | The English Teacher Model for Dual Immersion Program will provide ELLs with 30 minutes of Designated ELD. 10% increase in the ELPAC for English Language Learners. SIPPS will follow a consistent, systematic approach. |

Academic Measures & Targets for Focal Student Groups

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|--|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met | Special Education Students | -165.8 | not available until fall 2024 | not available until fall 2025 | -155.0 |
| SBAC ELA Distance from Standard Met | English Learners | -111.3 | not available until fall 2024 | not available until fall 2025 | -101.0 |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5) | Special Education Students | 70.6% | not available until fall 2024 | not available until fall 2025 | 60.0% |
| SBAC Math Distance from Standard Met | Special Education Students | -178.9 | not available until fall 2024 | not available until fall 2025 | -168.0 |
| SBAC Math Distance from Standard Met | English Learners | -113.4 | not available until fall 2024 | not available until fall 2025 | -103.0 |

| Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i> | | | | | |
|---|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| ELL Reclassification | English Learners | 12.0% | not available until fall 2024 | not available until fall 2025 | 22.0% |
| LTEL Reclassification | Long-Term English Learners | 14.3% | not available until fall 2024 | not available until fall 2025 | 24.0% |

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

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| School Goal: | <p>Improve student connectedness by building healthy and engaging classrooms communities.</p> <p>Increase family and community engagement and attendance to school events.</p> <p>Articulate clear MTSS schoolwide framework and invest in COST</p> |
| Identified School Need: | <p>Decrease chronic absenteeism by 10%</p> <p>Decrease suspensions by 10%</p> <p>Positive increase in the number of parent leaders.</p> <p>Increase in Parent volunteers</p> <p>Positive increase in overall school culture and climate measure by California Healthy Kids Survey %</p> |

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---------------------------------|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| Student Connectedness to School | All Students | 55.4% | not available until fall 2024 | not available until fall 2025 | 65.0% |
| Out-of-School Suspensions | All Students | 1.8% | not available until fall 2024 | not available until fall 2025 | 0.0% |
| Out-of-School Suspensions | African American Students | 22.2% | not available until fall 2024 | not available until fall 2025 | 0.0% |
| Out-of-School Suspensions | Special Education Students | 4.8% | not available until fall 2024 | not available until fall 2025 | 0.0% |
| Chronic Absenteeism | All Students | 62.0% | not available until fall 2024 | not available until fall 2025 | 15.0% |
| Chronic Absenteeism | African American Students | 62.5% | not available until fall 2024 | not available until fall 2025 | 15.0% |

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

School Goal: Focused actions for administration:
 * set expectations and conditions for what a collaborative culture of teaching and learning looks like,
 * ground the work in collaborative norms and informed by professional standards,
 * build the capacity of ILT to lead collaborative spaces focused on student and professional growth,
 * provide clear, transparent communication in decision-making
 So that teachers will:
 * engage in individual and collective professional learning that results in continuous improvement and high performance
 * share strategies with one another through teacher spotlight that push teacher practice
 * use professional learning communities to analyze student work and make instructional shifts to improve student outcomes
 * engage in collective problem-solving and goal setting

Identified School Need: Consistent learning walks throughout the year
 Calendar data talk
 Monitor evaluation schedule
 Teachers will feel supported in delivering quality instruction.
 Teachers will receive feedback.

| Measure | Target Staff Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|--|--------------------|------------------|-------------------------------|-------------------------------|----------------|
| One-Year School Teacher Retention Rate | All Teachers | 85.3% | not available until fall 2024 | not available until fall 2025 | 95.0% |

1C: STRENGTHS & CHALLENGES

| Goal Area: | School Goal: | Priority Strengths |
|---------------------|---|---|
| <i>LCAP Goal 1:</i> | <i>Increase student reading, math, and bi-literacy rates across TK-5 by focusing on improving the instructional core: providing teachers with adequate coaching/feedback, time for data analysis, and time to intellectually prep their lessons, so that they provide quality lessons for students that are standards aligned, differentiated, and support both languages for students.</i> | <i>The Literacy Coach supports Early Literacy in grades K-2 with modeling, coaching, and data analysis, and interventions The Interventionist provides Tier 2 support for in Spanish and English Our STIPs provide Tier 2 interventions to students 68% of our Kindergarteners are at grade level or above in mClass.</i> |
| <i>LCAP Goal 2:</i> | <i>Increase the reclassification rates of ELLs and LTELs and accelerate achievement for students with IEPs by improving Tier 1 instruction across the school. Focus on differentiated instruction and goal-setting to ensure high quality instruction for all students. Focus on deploying Tier 2 support to support increased dosages of high quality instruction.</i> | <i>Newcomer Teacher provides differentiated support to newcomer students in small group. TSAs provide professional development every week. TSAs are conducting regular learning walks and providing feedback.</i> |

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| <p><i>LCAP Goal 3:</i></p> | <p><i>Improve student connectedness by building healthy and engaging classrooms communities.</i></p> <p><i>Increase family and community engagement and attendance to school events.</i></p> <p><i>Articulate clear MTSS schoolwide framework and invest in COST</i></p> | <p><i>We have a diverse group of parents involved in the School Site Council.</i></p> <p><i>Attendance at our monthly Cafecitos has increased</i></p> <p><i>Parents are involved in decision making and active members in leadership committees.</i></p> <p><i>Parents have organized to put on school events throughout the year.</i></p> |
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| <p>LCAP Goal 4:</p> | <p><i>Focused actions for administration:</i></p> <ul style="list-style-type: none"> <i>* set expectations and conditions for what a collaborative culture of teaching and learning looks like,</i> <i>* ground the work in collaborative norms and informed by professional standards,</i> <i>* build the capacity of ILT to lead collaborative spaces focused on student and professional growth,</i> <i>* provide clear, transparent communication in decision-making</i> <p><i>So that teachers will:</i></p> <ul style="list-style-type: none"> <i>* engage in individual and collective professional learning that results in continuous improvement and high performance</i> <i>* share strategies with one another through teacher spotlight that push teacher practice</i> <i>* use professional learning communities to analyze student work and make instructional shifts to improve student outcomes</i> <i>* engage in collective problem-solving and goal setting</i> | <p><i>Interventionist has taken a lead in supporting teachers with implementation of Eureka Math</i></p> <p><i>TSA's are partnering with central support staff provide effective PD.</i></p> <p><i>TSA's are providing coaching</i></p> |
|---------------------|---|---|

| Goal Area: | School Goal: | Priority Challenges |
|---------------------|--|--|
| <p>LCAP Goal 1:</p> | <p><i>Increase student reading, math, and bi-literacy rates across TK-5 by focusing on improving the instructional core: providing teachers with adequate coaching/feedback, time for data analysis, and time to intellectually prep their lessons, so that they provide quality lessons for students that are standards aligned, differentiated, and support both languages for students.</i></p> | <p><i>Teacher attendance has been low this year for various reasons causing us to deviate from the original plan.</i></p> <p>iReady Reading Data <i>Mid year data shows, 11.6% of students are mid/above or near grade level.</i></p> <p>iReady Math Data <i>Mid year data shows, 2.9% of students are near grade level</i></p> <p>SIPPS data <i>Many students are not passing Mastery Tests</i> K -18 1st -28 2nd - 13 3rd -11 4th -35</p> <p>Biliteracy Zone <i>134 student out of 191 are not in the biliteracy zone</i></p> <p>Eureka Math <i>Pacing and completion of module assessments needs to be more constant - Some grade levels only data for one module assessment while other have more.</i></p> <p><i>Coaching and feedback needs to consistent.</i></p> <p>ELPAC</p> |

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| <p><i>LCAP Goal 2:</i></p> | <p><i>Increase the reclassification rates of ELLs and LTELs and accelerate achievement for students with IEPs by improving Tier 1 instruction across the school. Focus on differentiated instruction and goal-setting to ensure high quality instruction for all students. Focus on deploying Tier 2 support to support increased dosages of high quality instruction.</i></p> | <p>PD Cycle <i>Strengthen the applicability of the information shared with teachers in PD with actions steps for accountability.</i></p> <p>Alignment <i>Lack of collaboration is leading to misalignment with the content being delivered causing students to move onto the next grade with gaps.</i> <i>Insufficient use of data to inform instruction/Tier 2 supports</i></p> |
| <p><i>LCAP Goal 3:</i></p> | <p><i>Improve student connectedness by building healthy and engaging classrooms communities. Increase family and community engagement and attendance to school events. Articulate clear MTSS schoolwide framework and invest in COST</i></p> | <p><i>We have been without a Community School Manager for 95% of the school year affecting how we monitor attendance, parent engagement, and the culture and climate. We were not able to hire Literacy Tutors, affecting the efficiency in how we delivered SIPPS. Attendance is suffering. We have chronic absenteeism rate of 30.6. Lack of extrinsic motivators to promote Joy</i></p> |

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| <p>LCAP Goal 4:</p> | <p><i>Focused actions for administration:</i></p> <ul style="list-style-type: none"> <i>* set expectations and conditions for what a collaborative culture of teaching and learning looks like,</i> <i>* ground the work in collaborative norms and informed by professional standards,</i> <i>* build the capacity of ILT to lead collaborative spaces focused on student and professional growth,</i> <i>* provide clear, transparent communication in decision-making</i> <p><i>So that teachers will:</i></p> <ul style="list-style-type: none"> <i>* engage in individual and collective professional learning that results in continuous improvement and high performance</i> <i>* share strategies with one another through teacher spotlight that push teacher practice</i> <i>* use professional learning communities to analyze student work and make instructional shifts to improve student outcomes</i> <i>* engage in collective problem-solving and goal setting</i> | <p><i>We have different teacher with different levels of expertise/comfort levels with delivering content. One professional development does not all and we need to be strategic in how we use the personnel we have available to us.</i></p> <p><i>We started of the year with vacancies/and unnecessary distractions.</i></p> <p><i>Some teacher were new to their grade level</i></p> <p><i>Lack of collaboration and alignment in grade levels.</i></p> |
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Global Family Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

We had a rocky start to the 23-24 school year at Global Family. We began the year with unnecessary distractions and many vacancies. We weathered the storm, but struggled to fill positions, some that still stand vacant at this point in the year. Our inability to hire Literacy Tutors had a significant impact on the delivery of SIPPS. Half way through the year we restructured schedules to address the need for the delivery of SIPPS instructions. We also started off the year without an SDC teacher, but we were lucky enough to find someone by November. Half way through the year, we lose another SDC teacher, and we are still trying to fill that vacancy. Our CSM has been out for the majority of the school year and we are actively looking to fill his vacancy. Our parent engagement improved this year, but was difficult to maintain. Some staff members have been out for various reasons, taking a huge toll on the instructions students are receiving. The principal was out of an extended period of time affecting the continuity, expectation, and accountability. Our restorative justice facilitator arrived late in the year and we were not never able to find a qualified social worker to support our student mental health needs. Thankfully, we had two amazing interns working with us all year providing services to some of our most vulnerable youth. With all the moving pieces, we were tasked with mobilizing the staff we did have available and added more responsibilities. Unfortunately, the inconsistency, the vacancies, and the expectations were too much. My staff has been stretched this year, but graciously still moving to the finish line collectively.

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

It's been a challenging year, but despite all the chaos, our TSAs were able to stay grounded, and instrumental in making sure teachers felt supported in different capacities. They did a lot of the heavy lifting from delivering PD to providing coaching. Reworking job duties was critical in making sure we were meeting the need. Learning walks were informative, providing insight on areas that needed immediate attention. Looking at data is still a struggle, but we are moving in the right directions. Data analysis continues to be a focal point in how instructions is delivered. We restructured our professional development time to be less input and more output for teachers.

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.

One thing I learned this year is school personnel needs to be working with children. The operational component to the work can't supersed direct instruction. Our highly qualified adults need to be in front of students. Professional Development will look different next year. We will have less time, but will use the time strategically to get more output from teachers as we reduce the input time. We are bringing back our TSAs to build on the learning they expericned this year, and better prepared for the 24-25 school year to support our teachers. SIPPS will start earlier next year with clear expectations and support from the TSAs. A CSM will be hired before the beginning of the 24-25 school year allowing for the opportunity to the train and get them ready mentally and physically. We are going to look at data frequently and turn it into actionalbe steps so teachers can create cycle of inquiry. We will normalize bringing qualitative work samples to collaborative space. Through collaboration, teachers will be able to form cycles of inquiry to modify their instruction so that we can provide grade-level standards to all students regardless of their need. A multi-tiered systems of support approach and UDL strategies will be utilized to support all students with varying needs to be able to access the grade-level curriculum and meet the standards. We will continue to build our relationships with our parents to continue to the increase parent engagement by calendering time.

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? Why? What is not working? Why not? | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|----------------------------|--|--|---|--|
| Parent Education Classes | Student Connectedness to School | A teacher provided English classes to 13 parents | Attendance is steady and participation in the class is growing. | It warms my heart when folks take advantage of the opportunities provided to them. Our parents have and enjoy attending the English classes twice a week. We plan to conitnue this opportunity for parents next school year. |
| TSA | i-Ready Reading at or above Mid-Grade | Reduce class size and provide targeted Tier 1 instruction | Students are getting targeted support. | I don't foresee the need to use Titled funds next school year. |
| Smartboards | i-Ready Reading at or above Mid-Grade | Use technology to enrich the learning opportunities | Teacher lesson's are visually pleasing and interactive, attracting student engagement | With this investment, every classroom will have a smartboard. |

| | | | | |
|-----------------------------|---------------------------------------|--|--|---|
| Attendance Specialist | A-G Completion | Our attendance clerk monitors attendance and refers students to the Attendance Review Team for support with chronic absenteeism. | Our attendance clerk is bilingual and attends to parents throughout the day. She promotes positive attendance and encourages students to come to school with extrinsic motivations. She communicates well with teachers and keeps us in compliance with district and state deliverables. | Our attendance clerk is a valuable member of our operations team. She is efficient and we want to retain her a Global next school year. |
| Community School Manager | College/Career Readiness | We have been without a Community School Manager for the majority of the school year. | We are struggling to find a qualified candidate. | We plan to hire someone soon. |
| Licenses | i-Ready Reading at or above Mid-Grade | We were able to get a license to several classrooms to provide students to a reading program - RAZ kids. | Teachers (and students) are excited about the opportunity to use the resource. | the license we purchased is for 3 years. We are covered. |
| Art Supplies | Student Connectedness to School | New Art materials to supplement instruction | Yes! Students are heavily engaged and find joy expressing themselves through Art. | It is always exciting to find new ways to engage students. Art easily lends itself. |
| Contracts | Student Connectedness to School | Provide students with the opportunity to learn through various ART/Music/Science opportunities | We were not able to contract with 123 Andres due to not meeting district insurance policy. | I would love both of these organizations next year. |
| Field Trip - Admissions | Student Connectedness to School | Students are scheduled to go to the Academy of Science | This will be a great experience for many of our students. Over 50% of them have never been to the Academy of Science. | I hope to provide more opportunities to expose our students to learning beyond the classroom. |
| Field Trip - Transportation | Student Connectedness to School | Students are scheduled to go to the Academy of Science | This will be a great experience for many of our students. Over 50% of them have never been to the Academy of Science. | I hope to provide more opportunities to expose our students to learning beyond the classroom. |

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Global Family Elementary School

SCHOOL ID: 114

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal:

Increase student reading, math, and bi-literacy rates across TK-5 by focusing on improving the instructional core: providing teachers with adequate coaching/feedback, time for data analysis, and time to intellectually prep their lessons, so that they provide quality lessons for students that are standards aligned, differentiated, and support both languages for students.

Identified Need:

Students in grades 1-5 will make 10% growth in iReady with each diagnostic administered.
80% of Kindergarteners will know all their letter names and sounds.
Students in grades K-2 will received foundational skills in English (SIPPS) and Spanish every day.

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---|-----------------|--|---|
| 1-1 | Provide teachers with time to intellectually prep, analyze data, and create actions steps. | All Students | Academic | Tier 1 - Universal |
| 1-2 | Monitor and support the implementation of the core curriculum through learning walks, data conferences, and feedback. | All Students | Academic | Tier 1 - Universal |
| 1-3 | Content language objectives will aligned to the lesson in each subject | All Students | Academic | Tier 1 - Universal |
| 1-4 | Provide teachers we constant coaching and support | All Students | Academic | Tier 1 - Universal |

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

School Goal:

Increase the reclassification rates of ELLs and LTELs and accelerate achievement for students with IEPs by improving Tier 1 instruction across the school. Focus on differentiated instruction and goal-setting to ensure high quality instruction for all students. Focus on deploying Tier 2 support to support increased dosages of high quality instruction.

Identified Need:

The English Teacher Model for Dual Immersion Program will provide ELLs with 30 minutes of Designated ELD. 10% increase in the ELPAC for English Language Learners. SIPPS will follow a consistent, systematic approach.

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---|--------------------------|--|---|
| 2-1 | Support staff will provided Tier 2 support throughout the school year. | English Learner Students | Academic | Tier 2 - Supplemental |
| 2-2 | Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in English Language Art, Spanish Language Art, and English/Spanish Language Development | English Learner Students | Academic | Tier 2 - Supplemental |
| 2-3 | Teachers will implement universal design for learning strategies to ensure all students regardless of academic (e.g., students in special education) or language (English Language Learners) needs access the grade-level instruction | All Students | Academic | Tier 1 - Universal |
| 2-4 | Teachers in K-2 provide foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3. | All Students | Academic | Tier 1 - Universal |

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

| School Goal: | Improve student connectedness by buidling healthy and engaging classrooms communities. Increase family and community engagement and attendance to school events. Articulate clear MTSS schoolwide framework and invest in COST | | | |
|-------------------------|---|-----------------|--|---|
| Identified Need: | Decrease chronic absenteeism by 10% Decrease suspensions by 10% Postive increase in the number of parent leaders. Increase in Parent volunteers Postive increase in overall school culture and climate measure by California Healthy Kids Survery % | | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 3-1 | Attendance: Leadership with calendar dates to publically celebrate positive attendance, academic success, and SEL expectations. | All Students | Behavioral | Tier 1 - Universal |

| | | | | |
|-----|--|--------------|---------------------|----------------------|
| 3-2 | Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort of build strong parent leaders. | All Students | Academic | Tier 1 - Universal |
| 3-3 | Culture and Climate Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills. | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-4 | Academic Leadership will coordinate the Coordination of Services Team, Student Study Team, Student Attendance Review Team, Student Attendance Review Board, and additional problem-solving meetings as appropriate to support attendance difficulties. | All Students | Academic | Tier 3 - Intensified |
| 3-5 | Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly | All Students | SEL / Mental Health | Tier 1 - Universal |

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

| | |
|-------------------------|---|
| School Goal: | <p>Focused actions for administration:</p> <ul style="list-style-type: none"> * set expectations and conditions for what a collaborative culture of teaching and learning looks like, * ground the work in collaborative norms and informed by professional standards, * build the capacity of ILT to lead collaborative spaces focused on student and professional growth, * provide clear, transparent communication in decision-making <p>So that teachers will:</p> <ul style="list-style-type: none"> * engage in individual and collective professional learning that results in continuous improvement and high performance * share strategies with one another through teacher spotlight that push teacher practice * use professional learning communities to analyze student work and make instructional shifts to improve student outcomes * engage in collective problem-solving and goal setting |
| Identified Need: | <p>Consistent learning walks throughout the year</p> <p>Calendar data talk</p> <p>Monitor evaluation schedule</p> <p>Teachers will feel supported in delivering quality instruction.</p> <p>Teachers will receive feedback.</p> |

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---|-----------------|--|---|
| 4-1 | Teachers participate in regular collaboration time in PLCs to look at student work, assessments, data, and plan to improve instruction. | All Students | Academic | Tier 1 - Universal |
| 4-2 | Teachers will receive regular coaching and support from the TSAs | All Students | Academic | Tier 1 - Universal |
| 4-3 | Teachers will received support implementing Sown to Grow | All Students | SEL / Mental Health | Tier 1 - Universal |
| 4-4 | Principal will identify direct support for new teachers, including coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year. | All Students | Academic | Tier 1 - Universal |

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

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|--|------------------|--|---|
| 5-1 | Teachers are knowledgeable of the opportunity gap and have high expectations for students of color. | African American | Academic | Tier 1 - Universal |
| 5-2 | Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings | African American | SEL / Mental Health | Tier 1 - Universal |

| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i> | | | | |
|---|---|--------------------------|---|--|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 6-1 | Teachers will coordinate to have designated ELD groups | English Learner Students | Academic | Tier 1 - Universal |
| 6-2 | Teachers will leverage the dominant language (L1) to build the second language (L2) through translanguaging | English Learner Students | Academic | Tier 1 - Universal |
| 6-3 | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS) | English Learner Students | Academic | Tier 1 - Universal |
| 6-4 | ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction | English Learner Students | Academic | Tier 1 - Universal |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 114

School: Global Family Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--------------------|-------------|---------------------------------|------|--|------|---|---------------------------------------|---|----------------------|
| 5610 - Equip Maintenance & Repairs | \$5,000 | LCFF Discretionary | 5610 | Equip Maintenance Agreemt | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | Support staff will provided Tier 2 support throughout the school year. | 114-1 |
| 4310 - Materials and Supplies | \$17,750 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | Provide teachers with time to intellectually prep, analyze data, and create actions steps. | 114-2 |
| Teacher Education Enhancement | \$16,295 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 9531 | Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | 0.15 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Teachers will leverage the dominant language (L1) to build the second language (L2) through translanguaging | 114-3 |
| Noon Supervisor | \$24,073 | LCFF Supplemental | 2905 | Other Classified Salaries | New | Noon Supervisor | 0.5 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | Culture and Climate Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills. | 114-4 |
| 4310 - Materials and Supplies | \$33,317 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | Teachers in K-2 provide foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3. | 114-5 |
| Teacher Education Enhancement | \$36,799 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 2916 | Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | 0.4 | Goal 1: All students graduate college, career, and community ready. | ELL Reclassification | Culture and Climate Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills. | 114-6 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 114

School: Global Family Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--|-------------|--|------|--|-----|--|--|---|----------------------|
| Teacher STIP | \$91,864 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 4296 | STIP Teacher | 1 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | i-Ready Reading at or above Mid-Grade | Support staff will provided Tier 2 support throughout the school year. | 114-7 |
| TSA Classroom 11Mos | \$100,727 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | New | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.6 | Goal 1: All students graduate college, career, and community ready. | ELL Reclassification | Monitor and support the implementation of the core curriculum through learning walks, data conferences, and feedback. | 114-8 |
| 4410 - Equipment < \$5,000 | \$7,685 | Title I, Part A Schoolwide Program | 4410 | Equipment < \$5,000 | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Provide teachers we constant coaching and support | 114-9 |
| 1122 - Teachers Salaries Extra Comp | \$12,869 | Title I, Part A Schoolwide Program | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | Provide teachers with time to intellectually prep, analyze data, and create actions steps. | 114-10 |
| Attendance Specialist Bil | \$27,147 | Title I, Part A Schoolwide Program | 2205 | Classified Support Salaries | 3883 | Attendance Specialist, Bilingual | 0.5 | Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap. | Chronic Absenteeism | Attendance: Leadership with calendar dates to publically celebrate positive attendance, academic success, and SEL expectations. | 114-11 |
| Teacher STIP | \$100,979 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 8279 | STIP Teacher | 1 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Support staff will provided Tier 2 support throughout the school year. | 114-12 |
| 1122 - Teachers Salaries Extra Comp | \$2,065 | Title I, Part A Parent & Family Engagement | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS) | 114-13 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 114

School: Global Family Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--|-------------|----------------------------|-----|----------------|-----|---|---------------------------------------|---|----------------------|
| 5825 - Consultants | \$2,065 | Title I, Part A Parent & Family Engagement | 5825 | Consultants | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Culture and Climate Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills. | 114-14 |
| 5825 - Consultants | \$4,325 | Title IV, Part A Student Support & Academic Enrichment | 5825 | Consultants | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | CAST (Science) at or above Standard | Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly | 114-15 |
| 4310 - Materials and Supplies | \$6,000 | Title IV, Part A Student Support & Academic Enrichment | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Monitor and support the implementation of the core curriculum through learning walks, data conferences, and feedback. | 114-16 |
| 5100 - Subagreements For Services | \$132,483 | 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 in joyful schools. | College/Career Readiness | Teachers in K-2 provide foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3. | 114-17 |
| 4310 - Materials and Supplies | \$5,949 | Literacy Coaches & Reading Specialists Grant | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | ELL Reclassification | Principal will identify direct support for new teachers, including coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year. | 114-18 |
| 7310 - Indirect Cost | \$5,979 | Literacy Coaches & Reading Specialists Grant | 7310 | Interprogram Support/costs | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in English Language Art, Spanish Language Art, and English/Spanish Language Development | 114-19 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 114

School: Global Family Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--|-------------|--|------|--|-----|---|--|---|----------------------|
| TSA Classroom 11Mos | \$50,364 | Literacy Coaches & Reading Specialists Grant | 1119 | Certificated Teachers on Special Assignment Salaries | New | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.3 | Goal 1: All students graduate college, career, and community ready. | LTEL Reclassification | Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in English Language Art, Spanish Language Art, and English/Spanish Language Development | 114-20 |
| TSA Classroom 10Mos | \$97,396 | Literacy Coaches & Reading Specialists Grant | 1119 | Certificated Teachers on Special Assignment Salaries | 8378 | 10-Month Classroom Teacher on Special Assignment (TSA) | 0.8 | Goal 1: All students graduate college, career, and community ready. | i-Ready Math at or above Mid-Grade | Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in English Language Art, Spanish Language Art, and English/Spanish Language Development | 114-21 |
| 5825 - Consultants | \$5,000 | Educator Effectiveness Grant | 5825 | Consultants | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | ELL Reclassification | Monitor and support the implementation of the core curriculum through learning walks, data conferences, and feedback. | 114-22 |
| 5220 - Conference Expense | \$10,000 | Educator Effectiveness Grant | 5220 | Conference Expense | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | ELL Reclassification | Principal will identify direct support for new teachers, including coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year. | 114-23 |
| 4310 - Materials and Supplies | \$6,000 | California Community Schools Partnership Program | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | ELL Reclassification | Teachers in K-2 provide foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3. | 114-24 |
| 5220 - Conference Expense | \$9,000 | California Community Schools Partnership Program | 5220 | Conference Expense | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Staff Satisfaction with Professional Development | Monitor and support the implementation of the core curriculum through learning walks, data conferences, and feedback. | 114-25 |
| 5220 - Conference Expense | \$9,000 | California Community Schools Partnership Program | 5220 | Conference Expense | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Staff Satisfaction with Professional Development | Teachers in K-2 provide foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3. | 114-26 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 114

School: Global Family Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|--------------------------------------|---------------|--|-------------|--|------|--|-----|---|---------------------------------------|---|----------------------|
| TSA Classroom 11Mos | \$16,788 | California Community Schools Partnership Program | 1119 | Certificated Teachers on Special Assignment Salaries | New | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.1 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Provide teachers we constant coaching and support | 114-27 |
| 5739 - Direct Cost Mental Hlth Prvdr | \$22,000 | California Community Schools Partnership Program | 5739 | Mental Health Provider | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | Culture and Climate Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills. | 114-28 |
| Noon Supervisor | \$22,474 | California Community Schools Partnership Program | 2905 | Other Classified Salaries | 1727 | Noon Supervisor | 0.5 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | Culture and Climate Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills. | 114-29 |
| TSA Classroom 10Mos | \$80,377 | California Community Schools Partnership Program | 1119 | Certificated Teachers on Special Assignment Salaries | 7615 | 10-Month Classroom Teacher on Special Assignment (TSA) | 0.5 | Goal 1: All students graduate college, career, and community ready. | ELL Reclassification | Teachers will coordiante to have designated ELD groups | 114-30 |
| Program Mgr Community School | \$89,374 | California Community Schools Partnership Program | 2305 | Classified Supervisors' and Administrators' Salaries | 9837 | 12-Month Community School Manager | 0.5 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | Student Connectedness to School | Culture and Climate Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills. | 114-31 |
| 5825 - Consultants | \$121,153 | California Community Schools Partnership Program | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | LTEL Reclassification | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS) | 114-32 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 114

School: Global Family Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|---|-------------|--|------|--|-----|---|---------------------------------------|---|----------------------|
| 1120 - Teachers Salaries Stipends | \$8,880 | Proposition 28 (Arts & Music in Schools) | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Provide teachers with time to intellectually prep, analyze data, and create actions steps. | 114-33 |
| 4310 - Materials and Supplies | \$16,020 | Proposition 28 (Arts & Music in Schools) | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Teachers in K-2 provide foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3. | 114-34 |
| Teacher Education Enhancement | \$55,199 | Proposition 28 (Arts & Music in Schools) | 1105 | Certificated Teachers' Salaries | 2916 | Elementary Educational Enhancement/Intervention Program (EEIP) Teacher | 0.6 | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Provide teachers with time to intellectually prep, analyze data, and create actions steps. | 114-35 |
| TSA 10Pay | \$167,761 | Comprehensive Support & Improvement (CSI) Grant | 1119 | Certificated Teachers on Special Assignment Salaries | New | 10-Month Teacher on Special Assignment (TSA) | 1 | Goal 1: All students graduate college, career, and community ready. | i-Ready Math at or above Mid-Grade | Teachers will receive regular coaching and support from the TSAs | 114-36 |
| Library Technician | \$87,365 | Measure G, Library Support | 2205 | Classified Support Salaries | 7723 | Library Technician | 1 | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Support staff will provided Tier 2 support throughout the school year. | 114-37 |



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.

Global Family 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:

- Regular meetings between parents and teachers (at Student Success Team Meeting, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers.
- We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level to the one on one level depending on what our families need.
- Parent leader meetings called Cafecitos with leadership.

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:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers.
- Parent leader meetings called Cafecitos with leadership.
- Providing English as a Second Language Classes for families

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.

Global will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the title I Program
2. Explain the requirements of the Title I Program
3. Explain the parents' rights to be involved in an organized, ongoing and timely way, in the planning review and improvement of its Title I Program. (SSC)
4. The parents' right to participate in the development of the Districts Title I plan.

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers.
- Parent leader meetings called Cafecitos with leadership.

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:

- Sending home robocalls and text message notifications in their home languages.
- Sending home monthly calendars with monthly events.
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for families.
- Parent leader meetings called Cafecitos that have TRANSLATION for families.

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:

- Global has a parent leader meeting once a month to discuss volunteer opportunities (Coffee meeting 2nd Monday morning of every month).

- School will communicate requirements for families to be able to volunteer in school (e.g., fingerprint, vaccines).

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:

- Global holds parent workshops at least 2-3 times a year to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access, books, flashcards, etc. to support learning.

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:

- Global holds trainings for parents at a needs-basis when needs are brought up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meetings.

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:

- We hold School Site Council (SSC) at a regular time every month and Cafecitos for parents and leaders to meet at a regular time every month to give families an opportunity to choose a time that works better for them.

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:

- Sharing the policy at the Title 1 Meeting for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at our monthly parent-leader meeting called Cafecitos.
- Asking SSC for feedback at SSC meeting.

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

- We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.

- We hold meetings in handicap accessible locations.
- We have translation for meetings.

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

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and hold monthly parent-leader meetings called Cafecitos.

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:

- Global has Cafecitos for parents and leaders to meet at a regular time every month to give families an opportunity to discuss volunteer opportunities.

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

This Policy was adopted by Global Family Elementary School on 9-19-23, and will be in effect for the period of 8-7-23 to 5-23-24.

The school will distribute this policy to all parents on or before September 30, 2023.

Name of Principal: Juan Vaca

Signature of Principal : /s/ Juan Vaca

Date: 9-19-23

[Please attach the School-Parent Compact to this document.](#)

Título I, Parte A Política de participación escolar de padres y familias

Todas las escuelas de Título I desarrollarán conjuntamente una política documentada de participación de padres y familias con sus aportaciones y será distribuida a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familiares del Título I, Parte A

Global Family Elementary

acuerda implementar las siguientes prácticas de colaboración, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:

Estándar 1 de OUSD de participación familiar: Programa de educación para padres / guardianes

Las familias reciben apoyo en cuanto a habilidades para criar a sus hijos, comprensión del desarrollo del niño y el adolescente y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda asistencia a los padres para comprender los estándares de contenido académico del Estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos mediante:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
- Apoyamos a todos nuestros padres a través de reuniones periódicas que abarcan todos los datos y las necesidades curriculares de nuestros estudiantes. Las reuniones van desde un nivel general de la escuela al nivel individual dependiendo de lo que necesitan nuestras familias.
- Reuniones de padres líderes con administración.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al realizar:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos entre familias y maestros y talleres de nivel de grado
- Reuniones de padres líderes con administración llamados Cafecitos.

- Oportunidades de clases para aprender Inglés para familias

OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores

Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela se comunica con las familias sobre la política de participación de los padres y la familia de la escuela mediante:

- La convocatoria de una reunión anual, cuando mejor convenga, a la que todos los padres serán invitados y animados a asistir, para informarles de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

Global Family convocará una reunión anual de Título I para realizar lo siguiente:

1. Informar a los padres de la participación de sus escuelas en el Programa de Título I
2. Explicar los requisitos del Programa Título I
3. Explicar los derechos de los padres a participar de manera organizada, continua y oportuna, en la revisión de la planificación y la mejora de su Programa de Título I.
4. El derecho de los padres a participar en el desarrollo del plan Título I del Distrito:

La escuela se comunicará con las familias sobre el Título I, programa Parte A mediante:

- La convocatoria de una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y animados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

La escuela se comunica con las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del alumno y los niveles de competencia que se espera que los alumnos cumplan:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado.
- Reuniones de padres líderes con administración llamado “Cafecitos”.

La escuela distribuye información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entienden a través de:

- Llamadas y mensajes de textos automáticos en su idioma
- Enviar calendarios sobre eventos mensuales
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias.
- Reuniones de padres líderes con el gerente comunitario y se provee TRADUCCIÓN para familias (Cafecitos).

OUSD Family Engagement Standard 3: Programa de voluntariado para padres

Las familias participan activamente como voluntarios y observadores en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para que las familias se ofrezcan como voluntarios en las aulas y otras actividades escolares de las siguientes maneras:

- Global Family tiene una junta de padres líderes donde los padres se reúnen para discutir otras oportunidades de voluntariado una vez al mes (Cafecito segundo Lunes de cada mes).
- Escuela comunicará los requisitos para que familias sean voluntarios en la escuela (e.g., huellas, vacunas, etc...)

OUSD Family Engagement Standard 4: Aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos de las siguientes maneras:

- Global Family organiza talleres para padres al menos 2-3 veces al año, algunos niveles de grado mensualmente, para apoyar a los padres aprendiendo estrategias y materiales en el hogar para apoyar el aprendizaje.
- Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea, libros, tarjetas, etc. para apoyar el aprendizaje.

OUSD Family Engagement Standard 5: Poder compartido y toma de decisiones

Las familias y el personal de la escuela son socios igualitarios en las decisiones que afectan a los niños y las familias, y juntos informan, influyen y crean políticas, prácticas y programas.

Con la asistencia de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios igualitarios mediante:

- Talleres para los padres que necesiten el apoyo ofrecido por Global Family.
- La involucración de los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

La escuela ofrece oportunidades para celebrar reuniones regulares, con un horario flexible, que permita a los padres participar en las decisiones relacionadas con la educación de sus hijos :

- Mantener el Concilio Escolar (SSC) en un horario regular mensualmente, y una reunión de padres y líderes en un horario regular mensualmente para darles la oportunidad de elegir un horario que les funcione mejor.

La escuela involucra a los padres de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela de las siguientes maneras:

- Compartir la política en la Reunión de Título 1 para recibir comentarios.
- Solicitar otras ideas u oportunidades de compromiso.
- Solicitar comentarios a los padres líderes en la reunión del “Cafecito”.
- Solicitar comentarios a los miembros del SSC en las reuniones del SSC.

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, de las siguientes maneras:

- Asegurarnos que todos los estudiantes tengan volantes en varios idiomas que anuncien las reuniones de SSC y todos los eventos escolares. También tenemos nuestras reuniones de SSC al mismo tiempo y lugar regularmente.
- Celebramos reuniones en lugares accesibles para discapacitados.
- Tenemos traducción para reuniones.

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres por:

- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

OUSD Family Engagement Standard 6: Colaboración comunitaria y recursos

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Global Family tiene Cafecitos para los padres líderes para reunirse cada mes para darle una oportunidad para ser voluntarios de la escuela.

Si un Plan Escolar de Título I no es satisfactorio para los padres, un padre puede enviar cualquier comentario sobre el plan (SPSA) a la Oficina de Planificación de Recursos Estratégicos.

Esta Póliza fue adoptada por la Escuela Primaria Global Family el 9-19-23 y estará vigente durante el período del 8-7-23 al 5-23-24.

La escuela distribuirá esta política a todos los padres antes del 30 de septiembre del 2023.

Nombre del director: Juan Vaca

Firma del director: /s/ Juan Vaca

Fecha: 9-19-23

[Adjunte el acuerdo entre la escuela y los padres a este documento.](#)



School-Parent-Student Compact

Global Family Elementary

2023-24

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 2023-24 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) Incorporating Strong Instruction around Complex Text including Access to Complex Text for Language Learners
 - b) Building out rigorous STANDARDS-BASED formative and interim assessment practices
 - c) Refining Differentiation and Tiered intervention for early literacy and language skills
 - d) Incorporating hands-on science investigations for students weekly

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - a) Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and monthly parent-leader meetings.

- 3) Provide parents with frequent reports on their children’s progress and assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - a) Parents and Families participate in conferences to review elementary report cards.
 - b) Parent Workshops
- 4) Provide parents reasonable access to staff.**
 - a) Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.
 - b) Parent-leader meetings such as Town Halls and Cafecitos.
- 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) Global Family has “Cafecitos” for families and community school manager to meet at a regular time to give parents an opportunity to discuss volunteer options.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
 - a) Global holds parent workshops at least 2-3 times a year to support parents learning at-home strategies and materials to support learning.
 - b) Teachers send home materials for parents to use such as online portal access, books, flashcards, etc. to support learning.
 - c) Parent-teacher conferences to outline goals and action plans.
- 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) Engaging parents/families in the planning process for parent/family workshops.
 - b) Asking parents and parent leaders to share needs/requests and parent leader meetings.
 - c) Monthly family newsletters to support school-family-community partnerships

- 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) Sending home schoolwide robocalls and text notifications in their home languages.
 - b) Sending home monthly calendars with events.
 - c) Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and hold monthly “Cafecitos” for parent-leader meetings.
 - d) Parent leader meetings and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.

Teacher Responsibilities

- Communicate clear expectations for performance to both students and parents.
- Reinforce expectations and policies communicated in the Student Handbook.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Contact parents/families with students’ progress and needs.

Parent Responsibilities

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

- Volunteer in my child’s classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child’s extracurricular time by supporting schoolwork/homework completion and structuring their after school time.
- Support strong attendance at school.
- I will provide a quiet place where my child will complete his/her schoolwork/homework. We will check to see that our child completes his/her schoolwork/homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child

Student Responsibilities

I accept the following responsibilities to the best of my ability:

- Attend school on time every day ready to learn.
- Do my schoolwork/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 Global Family Elementary School on 9-19-23, and will be in effect for the period of 8-7-23 to 5-23-24.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023.

Signature of Principal: /s/ Juan Vaca

Date: 9-19-23

Pacto Escuela-Padres-Estudiante

Global Family

2023-24

Este Pacto Escuela-Padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una colaboración para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este pacto Escuela-Padres está vigente para el año escolar 2023-24.

Responsabilidades de la escuela

La escuela acuerda llevar a cabo las siguientes responsabilidades de acuerdo a su capacidad:

- 1. Proporcionar un currículo e instrucción de alta calidad en un entorno de apoyo y aprendizaje eficaz, que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**
 - Incorporación de una enseñanza sólida sobre Textos Complejos, incluyendo acceso a textos complejos para estudiantes de idiomas.
 - Desarrollar prácticas rigurosas de evaluación formativa e interina BASADAS en los ESTÁNDARES.
 - Definir la diferenciación y la intervención suplementaria para la alfabetización temprana y las habilidades lingüísticas.
 - Incorporación de investigaciones prácticas de ciencias todas las semanas para los estudiantes.
- 2. Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**
 - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y conferencias sobre datos de toda la escuela, entre las familias y los maestros, talleres de nivel de grado y juntas mensuales entre familias y líderes de la escuela.
- 3. Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**
 - Los padres y las familias participan en conferencias para revisar las boletas de calificaciones de Primaria.
 - Talleres para padres
- 4. Proporcionar a los padres un acceso razonable al personal.**
 - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado.

- Reuniones de padres líderes con la administración incluyendo Cafecito.
5. **Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**
 - Global Family organiza “Cafecitos” en los cuales el gerente comunitario de la escuela y las familias asistentes se reúnen regularmente. Con ello se da una oportunidad a los padres para discutir las diferentes opciones de voluntariado.
 6. **Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
 - Global Family organiza talleres para padres al menos 2-3 veces al año para apoyar a los padres aprendiendo estrategias y materiales para poder apoyar a sus hijos en su aprendizaje en la casa.
 - Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea, libros, tarjetas, etc. para apoyar el aprendizaje.
 - Conferencias de padres y maestros para establecer metas y planes de acción.
 7. **Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios igualitarios.**
 - Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
 - Pedir a los padres y padres líderes que compartan necesidades/solicitudes y reunión de padres-administradores
 - Boletines informativos mensuales para la familia para apoyar las asociaciones entre la escuela, la familia y la comunidad
 8. **Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
 - Mandar llamadas y mensajes automáticos al hogar con el lenguaje apropiado.
 - Enviando a casa calendarios mensuales con evento
 - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela, entre familias y maestros, talleres de nivel de grado y juntas de “Cafecito” para reuniones entre familias y líderes escolares.
 - Reuniones de padres-líderes y reuniones de SSC con la administración, en las que hay TRADUCCIÓN para familias de habla hispana.

Responsabilidades del maestro

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Reforzar las expectativas y políticas comunicadas en el Manual de Estudiantes.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Contactar a los padres / familias con el progreso y las necesidades de los estudiantes.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ser voluntario en el salón de clases de mi hijo si es posible.
- Participar en las decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo apoyando la finalización del trabajo escolar / tarea y estructurando su tiempo después de la escuela.
- Apoye una fuerte asistencia a la escuela.
- Proporcionaré un lugar tranquilo donde mi hijo complete su tarea escolar
- Verificaremos que nuestro hijo complete su tarea escolar todas las noches.
- Participaré activamente en la comunidad escolar expresando mi opinión y trabajando junto con otras familias y miembros de la comunidad escolar para crear el mejor ambiente de aprendizaje para mi hijo.

Responsabilidades del estudiante

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Asistir a la escuela a tiempo todos los días.
- Hacer mi tarea escolar / tarea todos los días.
- Pide ayuda cuando la necesite.
- Respeto a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.

Este Pacto fue adoptado por la Escuela Primaria Global Family el 9-19-23 y estará vigente durante el período del 8-7-23 al 5-23-24.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participen en el programa Título I, Parte A, el 30 de septiembre de 2023 o antes.

Firma del director: /s/ Juan Vaca

Fecha: 9-19-23



Strategic Resource Planning (SRP)

GLOBAL ELEMENTARY SCHOOL
School Site Council Membership Roster

2023-2024

SSC - Officers

| | |
|-------------------|-------------------|
| Chairperson: | Melissa Duenas |
| Vice Chairperson: | Macedonia Ramirez |
| Secretary: | Matilde Flores |

SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Term (1st or 2nd year term?) |
|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Juan Vaca | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -- |
| Matilde Flores | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1 |
| Carol Carey* | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| Eva Beleche* | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| Lynda Palma* | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| Melissa Duenas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Lucia Garcia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Maria Rivas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2 |
| Miriam Lopez Carrillo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2 |
| Macedonia Ramirez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |

| | |
|--|------------------------------------|
| SSC Meeting Schedule: (Day/Month/Time) | 2nd Tuesday of the Month at 3:30PM |
|--|------------------------------------|

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members