

Board Office Use: Legislative File Info.	
File ID Number	19-1301
Introduction Date	6/26/19
Enactment Number	19-1149
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Global Family Elementary School



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

Legislative File Id. No. 19-1301
Introduction Date: 6/26/29
Enactment No.: 19-1149
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By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Global Family Elementary School
CDS Code: 1612590115584
Principal: Dante Ruiz
Date of this revision: 5/7/2019

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: Dante Ruiz
Address: 2035 40th Avenue
Oakland, CA 94601

Position: Principal
Telephone: 510-879-1280
Email: dante.ruiz@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and 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 (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/7/19

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Dante Ruiz
Principal

Dante Ruiz
Signature

5/7/19
Date

Liliana del Carmen Camacho
SSC Chairperson

Liliana C. Camacho
Signature

5/7/19
Date

[Signature]
Network Superintendent

[Signature]
Signature

5/10/19
Date

[Signature]
Officer, State and Federal Programs

Michael [Signature]
Signature

5/21/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/2018	ILT	Review Four School Academic Goals. Discuss rationale and overview
1/2019	Teachers and Staff 1/14/19	Faculty Meeting: Review of proposed 2019 budget expenditures. Teachers provided feedback on programs and Four school academic goals for 2019-20
1/22/2019	SSC	Review 2019-20 budget, programs and Four School Goals. SSC provided feedback, changes, and voted Title 1 expenditures. Enrollment projectons for 2019-20 reviewed
1/30/2019	Teachers and Staff	Teachers review Four School Academic Goals: Language and Literacy, School Culture, Standards Based Instruction, Dual Language and ELL Development
2/12/2019	SSC	Review and approve readjusted Title 1 budget for 2019-20
3/19/ 2019	SSC	SSC members reviewed Four School Academic Goals
4/16/2019	SSC	Review SPSA Goals
5/7/2013	SSC	Review SPSA Goals. Vote to approve.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$125,652.39
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$651,554.93

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$123,283.16	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$51,129.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,369.23	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$327,238.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$125,652.39	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$539,288.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$664,940.39
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Global Family Elementary School

School ID: 114

School Description

Global Family Elementary is a TK - 5th grade, dual immersion school located in the East Oakland-Fruitvale corridor near Foothill avenue. Our dedicated staff prepares students to be bilingual and biliterate to meet the challenges of the 21st Century. Our rigorous academic program produces students who are problem solvers, critical thinkers and competent writers. At Global Family, we are dedicated to the safety, prosperity and life long learning needs of our community.

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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Suspension and Chronic Absence: The school has met goals for improvement of Total Student Chronic Absence. Experienced SDC teachers. Improved school culture. Students feel safe.

Year 3 of PBIS implementation. Second year of community manager. Teachers, staff strong in PBIS and school culture.

English Language Arts and Spanish Language Arts: Advance/ Adelante curriculum that provides grade-level complex text in both languages. Leveled Libraries with assessment in both English and Spanish. Improved SRI performance scores in 3rd and 4th grade with more students one year behind and At or Above grade level.

Dual Language instruction requires consistent English and Spanish instruction using rigorous curriculum.

Math SBAC: Good District Math curriculum. Improved achievement in the 4th-5th grades.

Experienced teachers using common district pacing guide with curriculum.

Reclassification for English Language Learners: Global Family has a majority Latino population with an 18% reclassification rate for 2018-19. This is an improvement from 10% and 12% in previous years

Improving reclassification rates. School priority is literacy. This includes Guided Reading with reading assessment in English and Spanish linked to leveled Libraries. Beginning implementation of Advance/Adelante curriculum in English and Spanish.

Special Education students (the majority are AA students) are meeting yearly goals for attendance reducing chronic absence from 40% to 19%.

This year students feel safe at school. Students are engaged in Special Education classrooms.

Priority Challenges

Root Causes of Challenges

Suspension and Chronic Absence: Tier II and III strategies with limited personnel. Improving attendance from smaller base of absent students.	Budget reductions, Instructional Core as priority Limited solutions for chronic issues
ELA SBAC: DF3 of -78.8. Consistent implementation of curriculum. Accountability.	Tier 1 instruction not meeting the needs for newcomers and students two or more years below grade level.
Math SBAC: DF3 of -87.7 Consistent instruction by grade level. Meet CCSS.	Math has not been a focus for professional development for 5 years.
Low SRI scores for "all students" 3-5th grade. English Language Learners struggle with reading comprehension	Newcomer students and students with interrupted education pose the biggest challenge/ Students are multiple years below grade level and the tier I instruction is not sufficient to improve performance 1-1/2 years each year. Global Family is 80-85% ELL population. This is near three times the county average. Global Family has received the third largest number of Newcomer students in the district.
African American students represent 3% of the school. Most AA students are not in the Dual Language Program. Suspension of AA students is low (One for 2017-18)but because the total of suspensions are low one suspension becomes a high percentage of the total.	As a dual language school Global is not attracting AA families. Most AA families enrolled live farther from the site and arrive by SDC bus exacerbating chronic absence.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: The school goal is to focus on Positive Behavior Intervention Systems (GLOBAL CARES) and Socio Emotional Learning with consistent 5 to 1 positive pre-referral interventions Global Family can reduce level 2 incidents by 10% and create a safe and engaging learning environment.
With the multi year goal being to increase attendance by 1% and continue to maintain 0% Severe Chronic Absenteeism and reduce Moderate Chronic Absenteeism by 20% each successive year.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	80.92%	85.00%	90.00%
Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	66.00%	83.00%	81%%
Chronic Absence	African-American Students	-2pp	38.46%	23.10%	24.70%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	Increase the percent of students in all grades reading at or above grade level by 10% each successive year as measured both by SRI and DRA/ED.				
	100% of students will be able to use evidence from text to demonstrate understanding through oral or written tasks				

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-78.8	-63	-48
ELA SBAC	Students with Disabilities	+20 points DF3	-153.3	-133.3	-103.3
ELA SBAC	English Learners	+20 points DF3	-105.1	-85.1	-65

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	The school goal is to improve Math SBAC proficiency in Standards Exceeded category by 3% each year; to improve the Standards Met category by 10% each year and to reduce the Standards Not Met by 10% each year for all students. In this way Global can meet the 2019 - 20 DF3 target of -55				
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Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-85.7	-70	-55
Math SBAC	Students with Disabilities	+20 points DF3	-161	-141	-121
Math SBAC	English Learners	+20 points DF3	-101.5	-81.5	60.1

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	The dual language allocation model of 50% Spanish and 50% English (50/50) will strengthen instruction by using Advance and Adelane curriculum in order to increase reclassification from 16.4% in 2017-18 (and a target of 18% for 2018-19) to 20% by the end of 2019-20. A secondary goal is to improve students reading at grade level by 10% as measured by SRI.				
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Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	16.40%	18.00%	20%
LTEL Reclassification	Long-Term English Learners	25%	14.29%	20.00%	22.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	Increase the percent of students in all grades reading at or above grade level by 10% each successive year as measured both by SRI and DRA/ED and DF3 scores on SBAC results.				
	100% of students will be able to use evidence from text to demonstrate understanding through oral or written tasks"				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	20.30%	25.00%	30.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	69.00%	64.00%	59.00%
K at or above Benchmark	All Kindergarten Students	+5pp	58.80%	63.80%	68.80%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	47.37%	52.37%	57.37%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

Global Family Elementary
School: School

SPSA Year Reviewed: 2018-19

SPSA Link: [18-19 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority: **Literacy**

June 2021 Language & Literacy Goal:

Increase the percent of students in all grades reading at or above grade level by 10% each successive year as measured both by SRI and DRA/ED.

100% of students will be able to use evidence from text to demonstrate understanding through oral or written tasks

Theory of Action for Language & Literacy:

If teachers continue to use DRA/ EDL to assess students for reading along with Leveled Libraries and guided reading then students will improve reading performance.
 If teachers use Adelante and Advance curriculum to meet the CCSS requirement of reading grade level complex text and writing then Global can meet the goal of increasing the percent of students in all grades reading at or above grade level by 10% each successive year

Student Performance Indicator:

Student Group:

17-18 EOY Target:

17-18 EOY Actual:

SBAC ELA

All Students

-76.6

-78.8

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers have discontinued the implementation of Reader's Workshop and Writer's Workshop. Instead all grade levels are implementing Adelante and Advance for ELA.
 Teachers continue to use DRA and EDL assesment linked to leveled libraries with Guided Reading (small group instruction).
 Implementation of new curriculum (Adelante and Advance is making an impact on student achievement.

What evidence do you see that your practices are effective?

Teachers now have grade level complex text for both the Spanish and English classrooms. Walkthroughs confirm that students are exposed to cycling curriculum at each grade level that meet CCSS. Students are reading and annotating grade level complex text at all grade levels. Student writing is showing more complex sentences with more structure. Students show more endurance in writing up to 5 or 6 paragraphs. Students in fifth grade are showing 5th grade bilingual ability in writing samples.

2019 Midyear SRI results for 3rd and 4th grade are showing increases in performance. The scores show the most students At or Above and 1yr behind, in 6 years.

What are some possible implications for your 2019-20 SPSA?

The results show that continued use of Leveled Libraries with guided reading needs to continue. This will be the 4th year of implementation for leveled libraries. The results also show that Adelante and Advace implementation should continue. Improved achievement should show as students have three consecutive years of the curriculum and working with complex text in English and Spanish

18-19 Standards-Based Instruction Priority:	Common Core State standards in Math, Science NGSS, writing and reading		
June 2020 Standards-Based Instruction Goal:	The multi year goal is to improve Math, ELA and Science SBAC proficiency in Standards Exceeded category by 5% each year; to improve the Standards Met category by 10% each year and to reduce the Standards Not Met by 10% each year. In Science the multi year goal is to improve the Standards Met and above categories by 10% each year and to reduce the Standards Not Met by 10%		
Theory of Action for Standards-Based Instruction:	If teachers focus on student tasks that meet Common Core State Standards in all content areas students will improve in SBAC proficiency. Students must be engaged in productive struggle with math performance tasks, complex text and NGSS Science Practices. As a result, students will improve math SBAC proficiency in Standards Exceeded category by 5% each year; to improve the Standards Met category by 10% each year and to reduce the Standards Not Met by 10% each year.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	DF3 -80	DF3 -85.7
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Global Family school is part of a cohort of "Early Implementers" of Next Generation Science Standards. There is strong implementation of NGSS through FOSS curriculum. This year Global teachers have engaged students for the second year in NGSS using FOSS curriculum in Spanish. It is the first year of using science content for designated ELD. Students are reading grade level complex text.			
What evidence do you see that your practices are effective?			
Students are producing more writing in Science notebooks at all grade levels.			
What are some possible implications for your 2019-20 SPSA?			
Continued focus on Early Implementation of NGSS. Increased professional development to improve math instruction.			
18-19 Conditions for Student & Adult Learning Priority:	Culture & Climate		
June 2021 Conditions for Student & Adult Learning Goal:	The multi-year goal is to increase attendance by 1% and continue to maintain 0% Severe Chronic Absenteeism and reduce Moderate Chronic Absenteeism by 20% each successive year.		

<p>Theory of Action for Conditions for Student & Adult Learning:</p>	<p>If teachers and staff continue to focus on Positive Behavior Intervention Systems (GLOBAL CARES) and Socio Emotional Learning with consistent 5 to 1 positive pre-referral interventions Global Family can reduce level 2 incidents by 10% and create a safe and engaging learning environment.</p> <p>If the Community School Manager works with the COST team, staff and teachers to implement the Tier I, II, and III support plan then Global can increase daily attendance and continue to maintain 0% Severe Chronic Absenteeism and reduce Moderate Chronic Absenteeism by 20%.</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>Attendance Rate</p>	<p>All Students</p>	<p>96.8%</p>	<p>93%</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>Teachers and staff continued PBIS implementation. This year the Community Program Manager applied for a Attendance Leadership Institute Grant in partnership with Oakland Natives Gives Back. This year those funds were used for student and staff incentives and motivation. Parents have increased volunteer hours and are active participants in implementing attendance strategies, sharing attendance data.</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>There is more family engagement as measured by parent sign-in during school events. Parent volunteers have increased from 4 to 15. Chronic absence has been reduced by 2.1 percent.</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>Global will continue to staff the the Community Program Manager position. Staff and teachers will continue incentives to motivate students. The school will work with Oakland Natives Gives Back grant objectives.</p>			
<p> </p>			
<p>18-19 Conditions for English Language Learners Priority:</p>	<p>Dual Language and ELL Development</p>		
<p>June 2021 Conditions for English Language Learners Goal:</p>	<p>ELLs have full access to and engagement in the academic demands of the new Common Core, Next Generation Science, and CA English Language Development Standards.</p> <p>The dual language allocation model of 50% Spanish and 50% English (50/50) will strengthen instruction and lead to an increase in reclassification from 16.4% in 2017-18 (and a target of 18% for 2018-19) to 20% by the end of 2019-20. A secondary goal is to improve students reading at grade level by 10% as measured by SRI.</p>		

<p>Theory of Action for Conditions for English Language Learners:</p>	<p>Adelante and Advance will become the English language Arts and Spanish Language Arts Curriculum for Global Family’s dual language program. There will be continued implementation of a paced curriculum with grade level imbedded assessment. The focus for designated English Language Development and Spanish Language Development will be in FOSS and the science “bridge”. If Global teachers and leadership focus on designated and integrated ELD and SLD strategies, in all content areas, then students will increase in ability to comprehend, listen, articulate and speak in English and Spanish. If Global Family leadership provides teacher Professional Development on using the hands-on investigations as shared experiences, so that all students are engaged in productive struggle and “meaning-making” so that they are immersed in producing language in Spanish and English.</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>English Learner Reclassification</p>	<p>All Students</p>	<p>15%%</p>	<p>16.40%</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>The Instructional Facilitator and the school leadership team is working with teachers to learn to implement Adelante and Advance units of study with imbedded assessments</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>Teachers now have grade level complex text for both the Spanish and English classrooms. Walkthroughs confirm that students are exposed to cycling curriculum at each grade level that meet CCSS. Students are reading and annotating grade level complex text at all grade levels. Student writing is showing more complex sentences with more structure. Students show more endurance in writing up to 5 or 6 paragraphs. Students in fifth grade are showing 5th grade bilingual ability in writing samples. There is also a beginning development of Designated English Language Development lessons using science content.</p> <p>2019 Midyear SRI results for 3rd and 4th grade are showing increases in performance. The scores show the most students At or Above and 1yr behind, in 6 years.</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>The Instructional Facilitator and leadership team will continue to present professional development on ELD and Advance/Adelante curriculum. There is a need for leveled books and intervention material in English and Spanish related to the curriculum.</p>			
<p>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</p>			
<p>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</p>			
<p>There is one major change. The 2019-20 budget has added Discretionary funds to Measure G funds to fully fund a 1.0 Library Technician or Library Aide.</p>			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Global Family Elementary School

School ID: 114

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Build the conditions for a safe, healthy and supportive school. Improve the Culture & Climate and create a safe and engaging learning environment.
School Theory of Action:	<p>If teachers and staff continue to focus on Positive Behavior Intervention Systems (GLOBAL CARES) and Socio Emotional Learning with consistent 5 to 1 positive pre-referral interventions Global Family can reduce level 2 incidents by 10% and create a safe and engaging learning environment.</p> <p>If the Community School Manager works with the COST team, staff and teachers to implement the Tier I, II, and III support plan then Global can increase daily attendance and continue to maintain 0% Severe Chronic Absenteeism and reduce Moderate Chronic Absenteeism by 20%.</p>
Related School Goal(s):	<p>The school goal is to focus on Positive Behavior Intervention Systems (GLOBAL CARES) and Socio Emotional Learning with consistent 5 to 1 positive pre-referral interventions Global Family can reduce level 2 incidents by 10% and create a safe and engaging learning environment.</p> <p>With the multi year goal being to increase attendance by 1% and continue to maintain 0% Severe Chronic Absenteeism and reduce Moderate Chronic Absenteeism by 20% each successive year.</p>
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	<p>Teachers will Increase student engagement in Positive Behavior and Socio Emotional Learning practices.</p> <p>Global Family will continue to fund a full time Community School Program Manager.</p>	<p>The PBIS Team will provide PD 4x a year (the first one in Septmeber 2018) The Community School Program Manager will conduct a Tier 1 fidelity screening 3X a year with the support of the PBIS Coach. The Principal and the Community Program Manager will review suspension and referral data monthly Provide Positive Behavior Intervention PD 3x a year.</p> <p>School PBIS leadership team will use the PBIS Classroom Assessment Tool 3x a year. (The Tier 1 Classroom Walkthrough Rubric will be used 3x a year).</p>	<p>Students will have a 80% fidelity with Global CARES and Staff will ahve 90%.</p>

1-2	Teachers will work with the COST team and mental health interns to provide mental health support for students as needed.	The COST team will provide teachers with a PD regarding the expectation. The mental health interns will meet with the COST team and provide counseling services (Tier 2) Provide mental health counseling Provide 2 mental health interns	80% of the students will have a follow up to their initial SST.
1-3	Teachers will document student data and parent information for appropriate SST referrals.	Provide professional service to support COST team referrals and scheduling . Streamline the SST process. Provide two days of Psych. Service. Provide a Program Manager to support the school psychologist and Instructional facilitator with COST to build RTI for a tier II and tier III intervention system.	90% of the COST referrals will be complete with accurate information.
1-4	Teachers and staff will reduce discipline referrals during recess time.	Provide teachers URF PD 2X a year. Noon supervisors and Recess coach staff to follow the behavior matrix. Provide professional service to support teachers during recess time with organized PE activities. Implement the Health and Wellness Grant. Hire a recess/PE assistant	90% of the incident on the yard will be handled by staff. 100% of the referrals on the yard will have pre referral interventions. Reduce level 2 incidents by 10%
1-5	Improve Parent/Family engagement at each grade level to support student literacy goals and improve attendance.	Provide parents with monthly meeting, workshops, and opportunities to volunteer. Provide parents with grade level meetings to address specific issues. Increase parent teacher communication Provide parents with access to the Community School Program Manager and School Site Council agenda.	10% a increase in parent meeting attendance and gain 2 more parent volunteers

1-6	Improve attendance reporting and average daily attendance with a focus on Kinder attendance.	<p>Continue to develop the Attendance team. The Community School Program Manager and the attendance clerk will meet weekly to discuss students at risk of chronic absenteeism. Organize community meeting for kinder parents to discuss attendance. Acknowledge students with perfect attendance on a monthly basis.</p> <p>The Community School Program Manager will continue to work with Oakland Natives Give Back on year two of the Attendance Grant.</p>	Kindergarten Attendance will improve by 2%
1-7	Teachers will implement an equitable discipline policy to reduce suspensions.	Provide teachers with a flowchart distinguishing minor and major actions.	95% of teachers will use pre referral intervention
1-8	Target students for After-school Program for students	Collaborate with the after school coordinator at the beginning the school year. Provide COST with a specific number of spots for possible referrals.	Roster for targetted students from COST referral
1-9	Kindergarten teachers will Initiate the Oakland Promise program for Kindergarten families	The Community School Program Manager will provide parents with workshops focused on "a college going culture" to provide parents with the tools for early academic success. A STIP sub will use a prep period instill college through art activities and projects. The CPM will also collaborate with teachers to promote a college going culture.	50% of Kinder parents will attend K2C workshops. 2 parents will attend K2C meetings with the CPM
1-10	Focus on TK - Kinder student transition. Focus on 5th grade transition to middle school	The COST team will fill out transition forms for at risk students. The CPM and the Office manager will have 2 orientation dates to introduce and welcome parents to Global Family	Transition forms will be produced and 5th grade orientation dates set on the school calendar
1-11	Teachers will improve Parent/Family engagement and support homeless and foster youth by providing parent consult visits or phone conferences with "At Risk" students as identified by previous year data from the COST team	The Community School Program Manager will support teachers and the COST team in identifying "at risk students". The CPM will provide parents with information on how to obtain mental health resources	The COST team notes will designate "At Risk Students". The notes will be reviewed bi-weekly

1-12	The COST team and teachers identify GATE students (using SRI, ELA/DRA, IAB's and SBAC assessments) and recommend differentiated instruction.	The principal will work with teachers at grade levels to review student data and set goals for differentiated instruction Teachers will work with Grade level partners and a Stip Sub to provide differentiated instruction for GATE students in Science and Mathematics	Weekly schedule for a STIP sub to provide instruction. Hire a Library Aide.
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Common Core State standards in Math, Science NGSS, writing and reading
School Theory of Action:	If teachers focus on student tasks that meet Common Core State Standards in all content areas students will improve in SBAC proficiency. Students must be engaged in productive struggle with math performance tasks, complex text and NGSS Science Practices. As a result, students will improve math SBAC proficiency in Standards Exceeded category by 5% each year; to improve the Standards Met category by 10% each year and to reduce the Standards Not Met by 10% each year.
Related School Goal(s):	The school goal is to improve Math SBAC proficiency in Standards Exceeded category by 3% each year; to improve the Standards Met category by 10% each year and to reduce the Standards Not Met by 10% each year for all students. In this way Global can meet the 2019 - 20 DF3 target of -55
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers design and implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning using the "Content Learning Walk" tool 3x a year.	Regular formal and informal walkthroughs by the leadership team will document observations on tasks and alignment to rigorous academic standards. Principal will look for evidence form OETF 3: Teach to ensure ownership and mastery for all students".
2-2	Teachers will follow OUSD District curriculum guides and link lessons to Common Core Content Standards and Practices in math in order to provide rigorous lessons and math tasks for all students .	Develop a Global math scope and sequence guide. Provide Planning time for teachers and Math teacher leader. Provide planning time for Math PD cycle at least twice a year.	Improved implementation of common core standards by observation using the "Content Learning Walk" (TRU Observation Guide: Student Look-fors tool 3x a year). Planned Math professional development.

2-3	<p>Teachers will focus on strategies in modeling with Numbers in Base Ten with Place Value content to support all students with Math conceptual understanding. SDC teachers will specifically use base 10 manipulatives to model all four mathematical operations to support all SDC students but specifically African American and Latino student populations that historically show an achievement gap and struggle to meet IEP goals.</p>	<p>Develop a Common Core content strand focus for all grades 2017-18 (Numbers in Base Ten - place value and Modeling from the Math Practices) Provide planning time for Math Teacher Leader to develop professional development and model lessons.</p>	<p>Teachers show a deeper understanding of these strands: (Numbers in Base Ten - place value and Modeling from the Math Practices). Principal will be looking for use of models, number lines, alternate algorithms and base ten manipulatives.</p>
2-4	<p>Teachers will use the three reads strategy on word problems or number talks at least twice a week for all students with specific focus for English Language Learners. Teachers will use Academic discussion prompts to promote comprehension and language production in math and science. Teachers have students develop math specific language as an integral part of instruction. Relate all student academic discourse to the three modes of communication from ELD standards (Productive/Interpretive/Collaborative). Teachers will use multiple methods to solve traditional algorithms.</p>	<p>The Math teacher leader to develop items and schedule with grade level teachers. Link the items to SBAC blueprints and the OUSD curriculum guide. Provide Math Teacher Leader and teachers planning time to develop items.</p>	<p>Students will improve in comprehension during Performance tasks as observed by student use of multiple methods and analysis of Performance Task practice.</p>
2-5	<p>Teachers use data-informed cycles of inquiry with multiple forms of assessment, to implement school-wide and grade-level continuous improvement plans.</p>	<p>Grade level teams will collect IAB Interim data and principal will monitor results and use of student data. Provide time for teachers in grades k-5 to score and analyze assessment</p>	<p>Teachers will collect data on students for reading, math, and science and writing in all content areas</p>

2-6	Increase differentiated small group instruction at least two times a week in math and at least three times a week in Language Arts and Spanish Language Arts.	Provide teachers professional development on the benefit of Tier 1 intervention instruction in the classroom. Provide professional development on Science crosscutting ideas, mathematical concepts and multiple methods for teachers. Principal and Math lead will plan professional development for two cycles during the year and PLC's. Designate sub funds for lesson study.	Improved Tier I instruction by leadership team observation using the "Content Learning Walk" tool 3x a year.
2-7	All Students are engaged in writing in all content areas in the three text types in both languages (i.e., narrative, informational, and opinion)	Grade level teams will develop rigorous writing tasks related to content area. Grade level teams will use "Content Learning Walk" tool to examine writing in all grade levels at least 2x a year.	Teachers will collect data on student writing samples.
2-8	Teachers will use SRI, DRA/EDL, Math and ELA IAB assessments to identify Low Performing Students with support from COST team	The Instructional Facilitator with COST will create Pull-Out session during the day and After-school Intervention classes for different content areas as needed.	Intervention teacher will report student progress to the Instructional Facilitator every 6 weeks.
2-9	TK and Kinder teachers will begin a formal approach to incorporate TK into the Dual Language Program to support TK/K transition.	The Principal will provide time and for teachers to identify clear curriculum markers in Early Literacy and Numeracy for TK for Dual Language identification.	TK Teacher created criteria to identify student achievement in Spanish.

<i>District Strategy:</i> Developing LANGUAGE AND LITERACY Across the Curriculum	
School Priority ("Big Rock"):	Improve Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year.
School Theory of Action:	If teachers continue to use DRA/ EDL to assess students for reading along with Leveled Libraries and guided reading then students will improve reading performance. If teachers use Adelante and Advance curriculum to meet the CCSS requirement of reading grade level complex text and writing then Global can meet the goal of increasing the percent of students in all grades reading at or above grade level by 10% each successive year

Related School Goal(s):		<p>Increase the percent of students in all grades reading at or above grade level by 10% each successive year as measured both by SRI and DRA/ED.</p> <p>100% of students will be able to use evidence from text to demonstrate understanding through oral or written tasks Increase the percent of students in all grades reading at or above grade level by 10% each successive year as measured both by SRI and DRA/ED and DF3 scores on SBAC results.</p> <p>100% of students will be able to use evidence from text to demonstrate understanding through oral or written tasks"</p>	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will implement Adelante and Advance curriculum to offer standards-based lessons in whole group, small group and one-on-one. Teachers will implement guided reading and writing to differentiate instruction for students working below, approaching, and at benchmark.	<p>Regular walk-throughs with members of the ILT to identify correct pacing of curriculum, sufficient time of instruction in both languages, appropriate use of curriculum scaffolds, evidence of grade level reading and writing, and correct use additional materials for lesson enhancement. The walk-throughs will identify areas of strength and areas for growth. The data collected will facilitate and structure opportunities to share and analyze observations.</p> <p>Develop and/or facilitate PDs and PLCs to support teachers to analyze DRA/EDL assessment data in order to plan instruction for Scope and Sequence for Adelante and Advance. Targeted one-on-one coaching cycles with Spanish and English models facilitated by ILT members. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning. Use STIP subs to provide coverage for the above activities.</p>	<p>50% of students will improve the yearly ELPAC scores in Reading and Writing components of the assessment.by February of 2019. SBAC achievement for ELA will improve by 10% in all achievement categories for each successive year.</p> <p>100% of students are able to use evidence from the text to demonstrate understanding and support their ideas about the text through oral or written tasks. (OETF 3C.2 and CCSS R.1)</p>

3-2	Teachers will use the DRA/EDL and running records as formative assessment tools to progress monitor and plan instruction.	Monitor and review the independent reading data with teachers during data conferences 3x a year. Provide teachers with protocol for implementation of tool. Continue to calibrate implementation of the DRA/EDL during PLCs.	Teachers will use and create personalized data collection tools for progress monitoring and use these tools during PLCs. .
3-3	Teachers will document and communicate individual student reading goals to ILT, students and parents throughout the year, outlining the steps to achieve those goals.	Principal will set the guidelines for teachers to share data and share goals with students and parents. Structure PD/PLCs are data analysis of SRI/DRA/EDL scores. The ELL snapshot will be used at parent conferences twice a year.	Students will know their current reading levels be able to name 2-3 specific skills they are working on as well as their reading goal..
3-4	Teachers will develop and implement language arts English Language Development bridges in Spanish and English using content from science, math, and reading and writing programs to support English Language Learners .	Continue to provide information and support for developing language bridges between Spanish and English during PDs, PLCs, and one-on-one coaching. Schedule classroom visits to identify areas of strenghten and growth in this area.	Students will be observed, reading, writing, or talking about content that was introduced in the the partner language in the context of a standards-based lesson.
3-5	Teachers will engage in planning and delivering instruction on Informative, opinion, and narrative and participating in writing cycle of inquiry	Pilot Adelante and Advance writing assessment 3x a year for informative, opinion and narrative writing, along with CAASP IAB interim assessments.	Analysis of student work.
3-6	Teachers will identify students in need of reading intervention in ELA and SLA, and, select teachers who will teach, small-group, extended day reading groups	Identify criteria for selection criteria for tier 1 and 2 intervention. Reading data will be reviewed by the instructional Leadership Team Stipends will be provided for teachers for after-school intervention classes. Continue to provide training and support through PDs, PLCs, and one-one-coaching.	Differentiated instruction will take place before, during, and after school and is available to all students functioning below grade level.
3-7	Celebrate literacy in the classroom and at home with the monthly ordering and distribution of books in Spanish and English purchased through the BookTrust program. This program will support Low-income, homeless, and foster youth with reading material at home. Teachers will enlist parent support for regular and sustained reading at home for homework.	Provide opportunities for independent reading at home. Purchase Book Trust contract (\$7500) with Scholastic to provide free independent reading books for all Global students. This program will support low-income families with \$7 each month for high interest books.	Teachers will log student purchases each month. Students will develop home libraries using Book Trust books and homework will include regular and sustained reading at home at least 4 nights a week.

3-8	Celebrate school-wide literacy through public facing data walls, yearly Family Reading Open House, and awards links to progress and achievement in SRI, SBAC, DRA/EDL	Identify criteria for achievement recognition. Form a literacy team that reviews goals and maintains data walls. Apply for and allocate resources for a Literacy Night once a year for parent, student, and community participation	The Family Reading Open House will be attended by 200-300 people. All students will receive an award for achievement and/or progress. Data walls will be visible with supporting information in English and Spanish.
3-9	Teachers and COST team will identify low performing students and support pull-out or after-school Tier II academic intervention for Mam speaking students, Newcomers, African-American students, and Non-Spanish speaking students for Spanish Language Arts and/or English Language Arts, as needed.	<p>Teachers will use District assessments to identify students that need academic support. They will work with the COST team to provide Tier 2 intervention when needed.</p> <p>Newcomer students will be supported in Newcomer Support groups for SEL and socialization by mental health Interns. Newcomer MAM students will be supported with pull-out in phonics and reading comprehension support for Spanish Language Arts.</p> <p>Both Newcomer and Homeless students will be prioritized for admission to the After-School Program. Teachers will provide literacy material to support sustained reading at home. The Library Aide will support families with reading material for students and adults.</p> <p>Non-Spanish speaking students performing more than one year below grade level will be prioritized for Spanish phonics and reading comprehension strategies. All Students performing more than a year below in Math will be prioritized for Tier II math intervention after school.</p>	Students identified as needing academic support will show no losses in achievement.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Dual Language and ELL Development		
School Theory of Action:	<p>Adelante and Advance will become the English language Arts and Spanish Language Arts Curriculum for Global Family's dual language program. There will be continued implementation of a paced curriculum with grade level imbedded assessment.</p> <p>The focus for designated English Language Development and Spanish Language Development will be in FOSS and the science "bridge". If Global teachers and leadership focus on designated and integrated ELD and SLD strategies, in all content areas, then students will increase in ability to comprehend, listen, articulate and speak in English and Spanish. If Global Family leadership provides teacher Professional Development on using the hands-on investigations as shared experiences, so that all students are engaged in productive struggle and "meaning-making" so that they are immersed in producing language in Spanish and English.</p>		
Related School Goal(s):	The dual language allocation model of 50% Spanish and 50% English (50/50) will strengthen instruction by using Advance and Adelane curriculum in order to increase reclassification from 16.4% in 2017-18 (and a target of 18% for 2018-19) to 20% by the end of 2019-20. A secondary goal is to improve students reading at grade level by 10% as measured by SRI.		
Students to be Served by these Practices	English Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will follow a 50-50 model (following language allocation) for dual language and provide dedicated English Language Arts and or Spanish Language Arts in the respective blocks, including 150 minutes a week of English Language Development instruction for all students. Teachers will post their schedules in all classrooms.	The ILT will continue to use teacher feedback to refine the dual language schedule to meet the goals of the 50/50 language allocation.	Teachers will post and follow designated daily schedules according to agreed upon school-wide schedule and allocation.

4-2	<p>Teachers will deliver Integrated and Designated ELD and SLD using the common core language standards. Teachers will use best practices for English Language Learners. Teachers will use language bridges to support and reinforce language learning for all students specifically English Language Learners.</p>	<p>PD and PLCs will be developed and implemented to support planning for ELD, SLD, and language bridges.</p> <p>ILT will use the walkthrough "Site ELL Review Focal Indicators" specifically (2.2) "Academic Language related to the content-language objective and task"; (2.3) Teacher will help "Students develop and use language to explain ideas, express understanding and negotiate meaning, Teacher will engage students in activities to fortify complex output and to foster academic discussion"; and (2.4) Teachers will provide students with "...opportunities to learn how language works to make meaning".</p>	<p>Teachers will bring student work based on ELD and SLD units to share and analyze during PLCs.</p> <p>The Principal will use the Oakalnd Effective Teaching Framework, specifically : 3C.2 Uses questioning strategies that require the use of evidence and elaboration; 3C.3 Develops student collaboration and communication for alignment.</p>
4-3	<p>Teachers will implement rigorous academic tier one instruction in the classroom. Teachers will collaborate and monitor student progress in English and Spanish. They will identify students whose first language is English and provide data for intervention.</p>	<p>Monthly walkthroughs to monitor the language instruction and collect student data for analysis using the Site ELL Review Focal Indicators 1.1 and 1.2. Teachers will engage students with texts or tasks that are aligned to grade-level standards and teachers will make grade-level and complex content comprehensible by amplifying not simplifying.</p> <p>Instructional Facilitator will provide pull-out instruction in Spanish Language development to those students in K-3 that are not progressing in Spanish. The Instructional Facilitator will work with stip-subs to support a push-in or pull-out model.</p>	<p>Teachers will use information from ELD/SLD data to plan and revise instruction.</p> <p>The Principal will use the OETF aligned indicators (3B.1) 3B.1 Engages students in meaningful tasks that require student ownership and (3B.2) Uses instructional strategies to support equitable engagement and access for ALL students</p>

4-4	Teachers will develop language goals for content areas, starting with FOSS science units, for each grade level. Teachers will develop explicit science content language objectives for each lesson.	PDs, PLCs, and one-on-coaching and classroom visits will provide training, feedback and support for using content language objectives for create units and lessons. School Leadership team will conduct three walkthroughs using the OUSD Science Development Continuum tool for science and language development	Content language objectives will be posted. Students will use the targeted language. The Principal will look for teacher evidence of OETF 3A, Clearly communicates the content language objective and criteria for mastery
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 114

School: Global Family Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Contract with Afterschool provider	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Target students for After-school Program for students	114-1
\$16,834.00	General Purpose Discretionary	Subs	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Teachers design and implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	114-2
\$8,455.00	General Purpose Discretionary	Books	Goal 2: Students are proficient in state academic standards.	4200	Books other than Textbooks		n/a		Improve Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year.	114-3
\$15,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Common Core State standards in Math, Science NGSS, writing and reading	114-4
\$5,000.00	General Purpose Discretionary	Copier Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Teachers will implement rigorous academic tier one instruction in the classroom. Teachers will collaborate and monitor student progress in English and Spanish. They will identify students whose first language is English and provide data for intervention.	114-5
\$5,953.19	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	1727	Noon Supervisor	0.17	Teachers and staff will reduce discipline referrals during recess time.	114-6
\$22,052.00	LCFF Concentration	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		TEACHING PRACTICES & PROGRAMS	114-7
\$3,006.46	LCFF Concentration	Recess Coach	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	5172	School Enrichment Recess Coach	0.07	Teachers and staff will reduce discipline referrals during recess time.	114-8

\$52,438.80	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4296	STIP Teacher	1.00	PDs, PLCs, and one-on-coaching and classroom visits will provide training, feedback and support for using content language objectives for create units and lessons. School Leadership team will conduct three walkthroughs using the OUSD Science Development Continuum tool for science and language development	114-9
\$38,885.11	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3896	STIP Teacher	1.00	Common Core State standards in Math, Science NGSS, writing and reading	114-10
\$38,885.11	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	Common Core State standards in Math, Science NGSS, writing and reading	114-11
\$26,374.90	LCFF Supplemental	Bilingual Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.70	Improve Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year.	114-12
\$44,057.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Common Core State standards in Math, Science NGSS, writing and reading	114-13
\$50,000.00	LCFF Supplemental	School Psychologist (2 days a week)	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a		Provide professional service to support COST team referrals and scheduling . Streamline the SST process. Provide two days of Psych. Service. Provide a Program Manager to support the school psychologist and Instructional facilitator with COST to build RTI for a tier II and tier III intervention system.	114-14
\$18,000.00	LCFF Supplemental	Mental Health	Goal 5: Students are engaged in school every day.	5739	Mental Health Provider		n/a		Provide professional service to support COST team referrals and scheduling . Streamline the SST process. Provide two days of Psych. Service. Provide a Program Manager to support the school psychologist and Instructional facilitator with COST to build RTI for a tier II and tier III intervention system.	114-15

\$17,585.56	LCFF Supplemental	Recess Coach	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	5172	School Enrichment Recess Coach	0.43	Teachers and staff will reduce discipline referrals during recess time.	114-16
\$3,948.87	LCFF Supplemental	EEIP	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	2916	Teacher Education Enhancement	0.05	TEACHING PRACTICES & PROGRAMS	114-17
\$41,668.93	LCFF Supplemental	Instructional Facilitator	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries	1400	Teacher 11Months 12-Pay	0.35	Teachers use data-informed cycles of inquiry with multiple forms of assessment, to implement school-wide and grade-level continuous improvement plans.	114-18
\$20,282.00	Measure G	Bilingual Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.30	Improve Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year.	114-19
\$1,610.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Improve Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year.	114-20
\$25,000.00	Title I: Basic	Technology	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		n/a		All Students are engaged in writing in all content areas in the three text types in both languages (i.e., narrative, informational, and opinion)	114-21
\$3,000.00	Title I: Basic	Field trip transportation	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		All Students	114-22
\$3,000.00	Title I: Basic	Field trip admission	Goal 5: Students are engaged in school every day.	5829	Admission Fees		n/a		All Students	114-23
\$82,803.00	Title I: Basic	Instructional Facilitator	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries	1400	Teacher 11Months 12-Pay	0.65	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning using the "Content Learning Walk" tool 3x a year.	114-24
\$1,000.00	Title I: Parent Participation	Books	Goal 6: Parents and families are engaged in school activities.	4200	Books other than Textbooks		n/a		Improve Parent/Family engagement at each grade level to support student literacy goals and improve attendance.	114-25

\$1,000.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		Improve Parent/Family engagement at each grade level to support student literacy goals and improve attendance.	114-26
\$167.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		Improve Parent/Family engagement at each grade level to support student literacy goals and improve attendance.	114-27



Title I School Parental Involvement Policy 2018-2019
(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Global Family Elementary agrees to implement the following statutory requirements:
(Name of school)

- 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' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are informed at the SSC meetings and through posted announcements and Title 1 booklets.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly meetings are held in the library after school. Other informational meetings are held in the morning and after school.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Informational meetings are held as needed. This also happens monthly at the SSC meetings.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are informed by leaflet, poster, and all-calls home.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

This happens during monthly meetings where school data in writing, reading, and math are reviewed. CELDT scores are also reviewed yearly at a special meeting before and after school.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly meetings are held the 2nd Tuesday of every month.

School-Parent Compact

(Name of school) Global Family Elementary :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Global Family Elementary :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

Parents are informed for SPSA information at SSC meetings. Parents are informed of California Academic Content Standards and OUSD academic assessments during parent conferences twice a year. Reading and math progress is discussed twice a year at SSC meetings. CELDT scores are reviewed in a separate meeting regarding reclassification.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

Global Family provide an adult computer cyber safety class for parents.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

Staff is oriented at the beginning of the school year during staff meetings of the value of parent contributions.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
(In the box below, briefly describe or bullet how this happens at your schools.)

Translations is made available on the site. Literacy support is provided at every meeting for parents. SELLS meetings are announced at the SSC meetings, SPSA information is announced at the SSC meetings. All parents are invited to the annual Science Fair, Literacy Night, and Open House.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
(In the box below, briefly describe or bullet how this happens at your school.)

This is done through posted announcements, leaflets or letters sent home, and all-calls to parents. All information for parents is distributed in English and Spanish.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
(In the box below, briefly describe or bullet how this happens at your school.)

All materials is distributed in English and Spanish.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
(In the box below, briefly describe or bullet how this happens at your school.)



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Global Family School Site Council on (Date) 10/9/2018 and will be in effect for the 2018-2019 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (Name of school) Global Family's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Dante Ruiz
(Principal's Signature)

10/9/2018
(Date)

Global Family

Elementary School Compact

School Name _____

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



STATE AND FEDERAL PROGRAMS

2018-2019
School Site Council Membership Roster – Elementary
GLOBAL FAMILY

School Name: _____

Chairperson :	LILIANA CAMACHO
Vice Chairperson:	EMMANUEL LOPEZ
Secretary:	JUAN VACA

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
DANTE RUIZ	X			
JUAN VACA			X	
REBECA LUNA		X		
DOLORES BELECHE		X		
EMMANUEL LOPEZ		X		
LILIANA CAMACHO				X
SUSANA MORENO				X
MARICHUY NAVARRO				X
MARIA PINO				X
ALAJANDRA MENDEZ				X

Meeting Schedule (day/month/time)	Sept. 18, Oct. 9, Nov. 13, Dec. 11, Jan. 8, Feb. 12, Mar. 12, Apr. 9, & May 14
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SSC Legal Requirements: (Ed. Code 52852)

- 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;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community