

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Global Family Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Global Family Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Global Family Elementary School  
**CDS Code:** 1612590115584  
**Principal:** Dante Ruiz  
**Date of this revision:** 5/17/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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  
dante.ruiz@ousd.org

*The District Governing Board approved this revision of the SPSA on:*

6/22/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

# 2016-2017 Single 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 checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |                                       |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        |                                       |

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

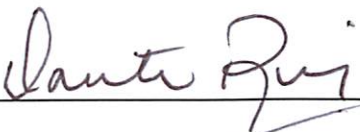


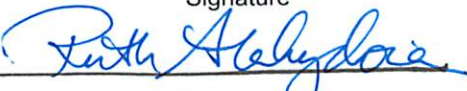
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single 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).
- Opportunity was provided for public input on this school's Single 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:** 5/17/2016

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

- Fliers in students' home languages       Announcement at a public meeting       Other (Notices, Media Announcements, etc.)

**Signatures:**

Dante Ruiz		<u>5/18/16</u>
Print name of School Principal	Signature	Date
Emmanuel Lopez		<u>5/18/16</u>
Print name of SSC Chairperson	Signature	Date
Sondra Aguilera		<u>5/25/16</u>
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian		<u>5-26-16</u>
Ruth Alahydoian, Chief Financial Officer	Signature	Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/26/2016	SSC	Presentation and discussion of the School Performance Framework
3/15/2016	SSC	Review and discussion on the Focused Annual Plan as part of the SPSA
4/12/2016	SSC	Discussion of the three priorities and respective practices in the SPSA
4/13/2016	Global Faculty	Discussion and teacher input of the Focused Annual Plan and Global's three priorities. Review the respective practices in the SPSA
5/10/2016	SSC	Review and Recommendations for Draft SPSA; Vote to approve draft version. Final vote on any changes on 5/17
5/17/2016	SSC	Final Review of SPSA; Vote to approve

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$103,928.50	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$252,637.05	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$478,444.72</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$93,227.95	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,389.80	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$95,617.75</b>	<b>\$0.00</b>

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	Improved Literacy K-5
<b>Major Improvement Priority #2:</b>	Dual Language Development
<b>Major Improvement Priority #3:</b>	Improve School Culture

## ABOUT THIS SCHOOL

### School Description

TK -5th grade Dual Language Immersion

### 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.

## MAJOR IMPROVEMENT PRIORITY #1: Improved Literacy K-5

### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Positive school climate status: 3.57 per School Performance Index	80% - 87% of students multiple years below grade level in reading as measured by SRI
10.6% English Language Learner Reclassification Index Status: 3, as measured by the School Performance Index	SBAC ELA at 11.5% of all students at Standard Met or Exceeded
SRI growth Index Status: 3 as measured by the School Performance Index	No Growth in CELDT English Language Learner Reclassification Rate

### ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Reading scores, as measured by Scholastic Reading Inventory, for students in all grades show that 70% or more of students are multiple years below grade level in reading. While the yearly SRI scores show growth over time it is not enough to bridge the gap for many students. This has focused the school's leadership and teachers on improving achievement in literacy. A new assessment for reading was implemented this year and students were measured for their individual reading level and matched with books at their level. A Common Core Teacher Leader was hired to help with guided reading, read-alouds, and classroom libraries. Each classroom has a small leveled library for student use. The Common Core Teacher Leader along with the Instructional Facilitator have led professional development in Reader's Workshop.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

One of the key root causes for having a majority of students multiple years below grade level in reading is that Global teachers did not have a systematic method to help student improve reading. Classroom teachers did not have an assessment that accurately determined the student's reading level. Classroom instruction on reading relied too much on general instruction and not specific independent reading and guided reading at each student's level. Without this data, student's that were ready to move to a higher level were not identified or challenged. Objectives for reading remained low or limited. In the principal's first year, a majority of students in Kindergarten were not reading more than a few sentences. It was determined by the Instructional Leadership Team of the School that the goals and objectives for each grade level had to change and that higher rigor was needed in reading instruction. A new assessment was implemented using DRA/EDL that scores students reading levels. This year with the implementation of Reader's Workshop and leveled libraries in each classroom there has been an increase in independent reading and teacher guided reading. This still has to improve as the practice to implement Reader's Workshop is uneven.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase the percent of students in all grades reading at or above grade level by 10% each successive year	SRI	All Students	14.7%	24.7%	34.7%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	1.5 years growth at 2nd -5th grade in SRI lexile levels	SRI	All Students		1.5 yrs growth	1.5 yrs growth	3: Students are reading at or above grade level.
Academic	1.5 years growth at 2nd -5th grade in DRA/EDL score	DRA	All Students		1.5 yrs growth	1.5 yrs growth	3: Students are reading at or above grade level.
Academic	District Goal: 80% at grade level by 3rd grade in 5 years		All Students		30% at grade level	40% at grade level	1: Graduates are college and career ready.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1**

**Major Improvement Strategy for this priority:** *Improve literacy using a balanced literacy approach.*

**KEY PRACTICES FOR PRIORITY #1**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
<p>Teachers will use the reading workshop structure to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons.</p>	<p>Weekly walk-throughs with CCTL and literacy TSA to support teachers with goals, differentiation and independent reading during PLC and planning time.</p>	<p>Provide common prep time for teacher collaboration and PLC time on Wednesdays. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning with the CCTL and the literacy coach. ILT, Literacy Coach and Instructional Facilitator will lead PLC work. Hire three STIP subs to provide the appropriate schedule. Targeted one on one coaching cycles with teachers facilitated by the CCTL. Analyze DRA assessment to guide student independent and group reading to inform Reader's Workshop 3x a year</p>
<p>Teachers will use a computer assisted "Accelerated Reader" program to monitor student independent reading volume in grades 3 -5. Teachers monitor individual student reading levels toward specific student reading goals</p>	<p>The principal and literacy TSA will monitor and review the independent reading data with teachers during data conferences</p>	<p>Provide robust classroom libraries access to the Accelerated Reader program. Provide computer access for each classroom and the school library. The principal and the literacy TSA will conduct data conferences 3 x a year for grades 3-5</p>
<p>Teachers will establish and communicate individual student reading goals three times a year. Teachers will provide feedback to students and parents outlining the steps to achieve those goals.</p>	<p>Principal will set the guidelines for teachers to share data and share goals with students and parents</p>	<p>Form a literacy team that reviews goals and maintains data walls. Provide teachers with protocol for implementation of tool. Review 3x a year. CCTL will provide data analysis of SRI/DRA/EDL scores. The CELDT "snapshot" will be used at parent conferences twice a year.</p>
<p>Continued implementation of a literacy program that includes: word study, Reader's and Writer's Workshop, reading mini-lessons, guided reading, close reading and writing</p>	<p>Common core teacher leader and Literacy TSA will provide feedback on guided reading, mini-lessons and use of libraries</p>	<p>Hire a TSA for Literacy to support the Common Core Teacher leader and the Instructional Facilitator with the literacy program.</p>
<p>Teachers will use Writer's Workshop to teach the three text types, narrative, informative, and opinion writing and provide differentiated support through individual student conferences and small groups</p>	<p>Weekly walk-throughs with CCTL and literacy TSA to support teachers with writing goals, differentiation for the three text types during PLC and planning time.</p>	<p>Provide PLC time to plan a Scope and Sequence for writing units of study</p>



Teachers will support students in selection of library books in order to read beyond the school day to reach individual student goals.	Maintain a schedule for classrooms to use the library	Use Measure G funds to hire a part-time librarian and purchase books
Teachers will identify students in need of reading intervention in ELA, and, select teachers will teach, small-group, extended day reading groups	The Literacy TSA will identify criteria for selection criteria. Reading data will be reviewed by the instructional Leadership Team	Stipends will be provided for teachers for after-school intervention classes. Material training and support will be provided by TSA and CCTL.

**MAJOR IMPROVEMENT PRIORITY #2: Dual Language Development**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
39% of all students are at or above benchmark as measured by DRA for accuracy, fluency and comprehension in reading in Spanish	No Growth in CELDT English Language Learner Reclassification Rate
32% of tested students in the Scholastic Math Inventory are at basic or proficient	
10.6% English Language Learner Reclassification Index Status: 3, as measured by the School Performance Index	80% - 87% of students one or more years below grade level in reading as measured by SRI

ROOT CAUSE ANALYSIS for Priority #2
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
The data points to a need for a stronger dual language program at Global Family. By SRI measure, around 85% of students are one or more year below grade level in reading comprehension in English. However by DRA measure for accuracy, fluency and comprehension in reading in Spanish 39% of all students are at or above benchmark in Spanish. We have not tested enough students in DRA in English. This is consistent with the fact that 97% of families speak Spanish as the first language at home. Students in the earlier grades should remain Spanish dominant. Growth in English scores should occur by 4th and 5th grade. This is the first year that we have used DRA as a measure for reading level also which should help teachers move students to grade level reading throughout the year.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
Part of the performance challenges remains the high numbers of MAM speakers (indigenous language from Guatemala) in the school. 22% of students from k-4th grade are MAM speakers. These students enter school with limited Spanish and little to no English. This places a special challenge to this school to continue a strong literacy program linked to in-class intervention in reading. ELD instruction needs to be scheduled and consistent. This has been a difficult problem for teachers without a specific program for designated ELD.

## STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase reclassification on the School Performance Framework to 15.6% from 10.6%	EL Reclassification	English Learners	10.6%	12%	15.6%	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase the number of students at or above grade level in reading and writing kinder through 5th grade. Specifically Improve SRI from 14.7% to 24.7%	SRI	All Students	14.7%	20%	24.7%	3: Students are reading at or above grade level.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *Improve our One-way Dual Language program by specifying language instruction for each grade-level during the school day.*

## KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will follow a 50-50 model for dual language and provide dedicated English Language Arts and or Spanish Language Arts in the respective blocks. This includes teacher created units and allows for teacher grade alike collaboration.	The Principal and the Instructional Facilitator will review daily instruction schedules. The Principal with the Instructional Facilitator will work with teachers to decide language allocation in each classroom. The instructional facilitator will work with teachers to review EDL data. Monthly walkthroughs to monitor the language instruction and collect student data for analysis.	Instructional schedule models will be provided. the Instructional Facilitator will provide PD on Dual Language practices. Stip subs will be used to provide grade level planning time. The principal and IF will work with the district ELLMA office to provide ELD materials and professional development on best practices for English Language Learners.
Teachers will deliver Integrated and Designated ELD. Integrated ELD will follow CCS Standards.. Teachers will use best practices for English Language Learners so that all students are immersed in producing language output.	Instructional Facilitator will work with the ELLMA office on implementing and scheduling a school wide ELD plan. The Instructional Facilitator will utilize a dual language protocol to monitor ELD instruction and provide support for teachers.	Instructional Facilitator will give ELD PD once a month. Purchase an ELD program for all teachers. The Principal and Instructional Facilitator will work with the district ELLMA office to provide ELD materials and professional development on best practices for English Language Learners.

Teachers will implement academic tier one intervention 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.	Instructional Facilitator will help teachers monitor student progress data and provide Spanish Language support through push-in or after school intervention.	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 model.
Teachers will develop language goals in reading and writing for units in all content areas for each grade level in both languages. Teachers will provide explicit content and language objectives for each lesson.	Literacy Coach and Instructional Facilitator will monitor and support the implementation of Language goals. Teachers will report to Literacy Coach to document progress and to identify PD needs. ILT teacher content leaders will support the development of language objectives in content areas.	Stip subs will provide planning time for teachers throughout the year to support weekly Professional Learning Communities to ensure the implementation of Common Core State Standards based lessons

**MAJOR IMPROVEMENT PRIORITY #3: Improve School Culture**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Reduced Chronic Absence by 1.8%. SPF score of 5 for all students	Suspensions are at 8% for African American students and 3.6% for Students with Disabilities
Reduced Suspensions by 1.1 %. SPF score of 4 for all students	Positive Behavior Team is not meeting and efforts to focus on a tiered system of intervention are inconsistent
Reduced Chronic Absence by 23% for African American Students	

ROOT CAUSE ANALYSIS for Priority #3
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
Last year Global teachers and staff focused on improving Chronic absence rates and rewarding attendance. This focus was made possible because the office staff was increased by an attendance clerk that increased the office staff capacity to take on specific issues around student/family absences. Global staff were able to focus on student engagement and reduced suspensions that included timely SART meetings and parent meetings. However, Suspensions for African American students remained constant.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
The root cause of chronic and high absenteeism at Global are varied. Parent transportation issues and parent health issues have proven to be difficult to solve. In attempts to reduce absenteeism we identified that the COST team needed to be more efficient with links to external social support services for parents. The school psychologist was funded an extra half day to increase mental health support. The mental health intern program continues to have an overloaded caseload. The Positive Behavior team stopped meeting due to staffing vacancies so the efforts to continue work around improving school culture stalled. The role of the attendance clerk continues to be key for the front office staff to be able to identify families in need and to get beyond just compliance.

### STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce Suspensions by 3.1% to 4.9% for African American Students	Suspensions	African- American Students	8%	6%	4.9%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce bullying and discipline issues by 50%	Culture/ Climate: Student	All Students	n/a	Reduce incidents by 10%	Reduce incidents by 15%	5: Students are engaged in school everyday.
Climate & Culture	Reduce office referrals by 50%	Culture/ Climate: Student	All Students	n/a	Reduce incidents by 10%	Reduce incidents by 15%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *Teachers and school leadership will develop a behavior and academic intervention framework to improve school culture.*

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will Increase student engagement in Positive Behavior and Socio Emotional Learning practices	The Principal and the Community Program Manager will review suspension and referral data monthly	Provide Positive Behavior Intervention PD 3x a year
	Provide mental health counseling	Provide 2 mental health interns
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.
Teachers and staff will reduce discipline referrals during recess time.	Provide professional service to support teachers during recess time with organized activities and student leadership instruction	Contract HEROS program

Improve Parent/Family engagement at each grade level to support student literacy goals and improve attendance.	Develop a Parent Engagement Team to provide parent informational nights and volunteer opportunities. Increase communication between teachers and parents.	Hire a Community Program Manger to organize parents and to support School Site Council.
Improve attendance reporting and average daily attendance with a focus on Kinder attendance	Continue to develop Office Attendance team	Principal , Admin. Assistant , Community Program Manager and attendance clerk meet twice a month.
Teachers will implement an equitable discipline policy to reduce suspensions	Provide SEL PD by PBIS team	Principal or Community Program Manager holds PBIS meetings 2x a month
Target students for After-school Progam for students	Meet with the directors of the After-School Program to identify space, schedule and curriculum needs	Fund BACR for the after-school program
Kindergarten teachers will Initiate the Oakland Promise program for Kindergarten families	ILT and Kinder teachers support the Oakland Promise program	The Progam Manager will initiate and hold parent meetings as needed to provide them with the tools and capacities in building the resources for early academic success.
Focus on TK - Kinder student transition. Focus on 5th grade transition to middle school	The Program Manager will initiate a new focus on TK students to prepare them to transition to Kinder. Fifth grade students will be supported by the Program Manager and 5th grade teachers to support their transition to middle school.	The Progam Manager will initiate and hold parent meetings as needed to provide them with the tools and capacities in building the resources for early academic success.
Teachers will improve Parent/Family engagement and support homeless and foster youth	The Program Manager will support teachers in identifying at risk students during COST meetings	The Progam Manager will initiate and hold parent meetings as needed to provide them with the tools and capacities in building the resources for early academic success.
Teachers will identify GATE students 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

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Consultants	Fund BACR for the after-school program	A1.6: After School Programs	5825	n/a	n/a	n/a	114-1	114
\$10,000.00	General Purpose Discretionary	Books other than textbooks	Provide robust classroom libraries access to the Accelerated Reader program. Provide computer access for each classroom and the school library. The principal and the literacy TSA will conduct data conferences 3 x a year for grades 3-5	A2.9: Targeted School Improvement Support	4200	n/a	n/a	n/a	114-2	114
\$20,799.50	General Purpose Discretionary	Supplies	Support material for instruction	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	114-3	114
\$2,000.00	General Purpose Discretionary	Meeting Refreshments	Develop a Parent Engagement Team to provide parent informational nights and volunteer opportunities. Increase communication between teachers and parents.	A6.5: Academic Parent-Teacher Communication & Workshops	4311	n/a	n/a	n/a	114-4	114
\$8,000.00	General Purpose Discretionary	Conference	Instructional schedule models will be provided. the Instructional Facilitator will provide PD on Dual Language practices. Stip subs will be used to provide grade level planning time. The principal and IF will work with the district ELLMA office to provide ELD materials and professional development on best practices for English Language Learners.	A4.1: English Learner Reclassification	5220	n/a	n/a	n/a	114-5	114
\$5,000.00	General Purpose Discretionary	Equipment Maintenance	Equipment Maintenance	A2.9: Targeted School Improvement Support	5610	n/a	n/a	n/a	114-6	114
\$12,129.00	General Purpose Discretionary	School Psychologist service to students	Provide mental health counseling	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	114-7	114
\$21,000.00	General Purpose Discretionary	licensing for web based programs	Teachers will use a computer assisted "Accelerated Reader" program to monitor student independent reading volume in grades 3-5. Teachers monitor individual student reading levels toward specific student reading goals	A2.3: Standards-Aligned Learning Materials	5846	n/a	n/a	n/a	114-8	114
\$15,000.00	General Purpose Discretionary	Extra pay	Provide PLC time to plan a Scope and Sequence for writing units of study	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	114-9	114
\$10,000.00	General Purpose Discretionary	funds for Substitute teachers	Provide PLC time to plan a Scope and Sequence for writing units of study	A2.1: Implementation of CCSS & NGSS	1150	n/a	n/a	n/a	114-10	114
\$740.00	LCFF Concentration	supplies	supplies	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	114-11	114
\$24,260.00	LCFF Concentration	School Psychologist service to students	Provide mental health counseling	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	114-12	114
\$85,685.15	LCFF Supplemental	Hire a Teacher on Special Assignment	Hire a TSA for Literacy to support the Common Core Teacher leader and the Instructional Facilitator with the literacy program.	A3.4: Teacher Professional Development focused on Literacy	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	114-13	114
\$4,319.36	LCFF Supplemental	Provide a noon Supervisor	Teachers and staff will reduce discipline referrals during recess time.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONS0077	0.167	114-14	114
\$22,879.49	LCFF Supplemental	Hire an Instructional Facilitator	Instructional Facilitator will help teachers monitor student progress data and provide Spanish Language support through push-in or after school intervention.	A4.2: Dual Language Programs	n/a	TCHR IF 11 MONTH - 12 PAY	TC11IF0109	0.2	114-15	114
\$7,327.25	LCFF Supplemental	Hire a Stip Sub	Provide common prep time for teacher collaboration and PLC time on Wednesdays. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning with the CCTL and the literacy coach. ILT, Literacy Coach and Instructional Facilitator will lead PLC work. Hire three STIP subs to provide the appropriate schedule. Targeted one on one coaching cycles with teachers facilitated by the CCTL. Analyze DRA assessment to guide student independent and group reading to inform Reader's Workshop 3x a year	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.15	114-16	114

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$48,848.30	LCFF Supplemental	Hire a Stip Sub	Provide common prep time for teacher collaboration and PLC time on Wednesdays. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning with the CCTL and the literacy coach . ILT, Literacy Coach and Instructional Facilitator will lead PLC work. Hire three STIP subs to provide the appropriate schedule. Targeted one on one coaching cycles with teachers facilitated by the CCTL. Analyze DRA assesement to guide student independant and group reading to inform Reader's Workshop 3x a year	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	1	114-17	114
\$14,957.70	LCFF Supplemental	Hire a Stip Sub	Stip subs will provide planning time for teachers throughout the year to support weekly Professional Learning Communities to ensure the implementation of Common Core State Standards based lessons	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0364	0.35	114-18	114
\$8,488.81	LCFF Supplemental	supplies	Continued implementation of a literacy program that includes: word study, Reader's and Writer's Workshop, reading mini-lessons, guided reading, close reading and writing	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	114-19	114
\$12,131.00	LCFF Supplemental	School Psychologist service to students	Provide mental health counseling	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	114-20	114
\$18,000.00	LCFF Supplemental	Provide Mental Health Interns	Provide 2 mental health interns	A5.2: Health and Wellness (Mental & Physical Health)	5739	n/a	n/a	n/a	114-21	114
\$30,000.00	LCFF Supplemental	Consultants	Contract HEROS program	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	114-22	114
\$15,190.94	Measure G (School Libraries)	Hlre a Library technician	Use Measure G funds to hire a part-time librarian and purchase books	A3.3: Family Engagement focused on Literacy Development	n/a	LIBRARY CLERK	LIBCLK0099	0.5	114-23	114
\$5,809.06	Measure G (School Libraries)	Purchase books	Use Measure G funds to hire a part-time librarian and purchase books	A2.9: Targeted School Improvement Support	4200	n/a	n/a	n/a	114-24	114
\$27,778.59	Measure G (TGDS)	Teacher Growth and Development System	implementation of Teacher Evaluation	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0364	0.65	114-25	114
\$1.95	Measure G (TGDS)	Supplies	Implementation of teacher evaluatiion	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	114-26	114
\$1,691.00	Measure G (TGDS)	Extra pay for Stip Sub	Implementation of teacher evaluation	A2.6: Teacher Evaluation	1122	n/a	n/a	n/a	114-27	114
\$41,521.06	Program Investment	Hire a Stip Sub	Stip subs will provide planning time for teachers throughout the year to support weekly Professional Learning Communities to ensure the implementation of Common Core State Standards based lessons	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.85	114-28	114
\$1,988.94	Program Investment	Supplies	Continued implementation of a literacy program that includes: word study, Reader's and Writer's Workshop, reading mini-lessons, guided reading, close reading and writing	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	114-29	114
\$91,517.96	Title I Basic	Instructional Facilitator Salary	Instructional Facilitator will work with the ELLMA office on implementing and scheduling a school wide ELD plan. The Instructional Facilitator will utilize a dual language protocol to monitor ELD instruction and provide support for teachers.	A4.2: Dual Language Programs	n/a	TCHR IF 11 MONTH - 12 PAY	TC11IF0109	0.8	114-30	114
\$1,709.99	Title I Basic	Books other than textbooks	Provide robust classroom libraries access to the Accelerated Reader program. Provide computer access for each classroom and the school library. The principal and the literacy TSA will conduct data conferences 3 x a year for grades 3-5	A3.3: Family Engagement focused on Literacy Development	4200	n/a	n/a	n/a	114-31	114
\$889.80	Title I Parent Participation	Books other than textbooks	Develop a Parent Engagement Team to provide parent informational nights and volunteer opportunities. Increase communication between teachers and parents.	A6.1: Parent / Guardian Leadership Development	4200	n/a	n/a	n/a	114-32	114
\$1,000.00	Title I Parent Participation	supplies	Develop a Parent Engagement Team to provide parent informational nights and volunteer opportunities. Increase communication between teachers and parents.	A6.1: Parent / Guardian Leadership Development	4310	n/a	n/a	n/a	114-33	114

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$500.00	Title I Parent Participation	Refreshments	Develop a Parent Engagement Team to provide parent informational nights and volunteer opportunities. Increase communication between teachers and parents.	A6.1: Parent / Guardian Leadership Development	4311	n/a	n/a	n/a	114-34	114



# Global Family

School Name

## Elementary School Compact

2015-2016

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.

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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.

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Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

*Global Family* **Contrato de la Escuela Primaria**  
Nombre de la Escuela *2015-2016*

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a lograr altos estándares académicos.

Atravéz de este proceso que incluye maestros, familias, estudiantes, y representantes de la comunidad, los siguientes están de acuerdo en los roles y responsabilidades que nosotros como socios, llevaremos a cabo para apoyar el éxito del estudiante en la escuela y su vida.

**Promesa del Estudiante:**

Me comprometo a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Venir a la escuela listo(a) para aprender y trabajar duro.
- Traer los materiales necesarios, las asignaciones y tarea completa.
- Conocer y cumplir las reglas de la escuela y de la clase.
- Pedir ayuda cuando la necesite.
- Comunicar regularmente con mis padres y maestros sobre la experiencia escolar para que puedan ayudarme a ser exitoso(a) en la escuela.
- Limitar ver la TV y en cambio estudiar y leer cada día después de la escuela.
- Respetar la escuela, a mi compañeros de clase, a el personal y a las familias.

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Firma del estudiante

**Promesa del Padre/Tutor ó Miembro de Familia:**

Me comprometo a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proveer un tiempo de silencio y lugar para hacer la tarea y monitorear el tiempo de ver TV.
- Leer a mi niño(a) ó motivar a mi niño(a) a leer cada día (20 minutos K-3, y 30 minutos para los grados 4-5).
- Comunicar con el maestro ó la escuela cuando tenga una inquietud.
- Asegurarme que mi niño(a) asista a la escuela cada día, tenga un sueño adecuado, atención médica regular y apropiada nutrición.
- Monitoriar regularmente el progreso escolar de mi niño(a).
- Participar en las actividades en la escuela tales como la toma de decisiones escolares, voluntariado y/ó asistir a las conferencias de padres y maestros.
- Comunicar la importancia de la educación y el aprendizaje a mi niño(a).
- Respetar la escuela, a el personal, a los estudiantes, y a las familias.

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Firma del Padre/Tutor ó Miembro de Familia

## Promesa del Maestro:

Me comprometo a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proveer plan de estudios e instrucción de alta calidad.
- Aspirar a motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada estudiante para desarrollar un amor a el aprendizaje.
- Comunicar regularmente con familias sobre el progreso del estudiante através de conferencias, juntas de padres y maestro, reportes de progreso, y otros medios disponibles.
- Proveer oportunidades razonables a los padres para que sean voluntarios y participen en las clases de sus niños, y observen las actividades del salon de clases.
- Proveer un ambiente cálido, seguro, y cuidadoso de aprendizaje.
- Proveer tárea y asignaciones significativas para hacer cumplir y extender el aprendizaje (30 minutos para los grados 1-3 y 60 minutos para los grados 4-5).
- Participar en oportunidades de desarrollo profesional que mejoran la enseñanza y el aprendizaje y apoyan la formación de una asociación con las familias y la comunidad.
- Participar activamente en la toma de decisiones colaborativas y constantemente trabajar con las familias y mis colegas de escuela para hacer las escuelas accesibles y de lugares que den la bienvenida a las familias que ayudan a cada estudiante a lograr altos estándares académicos.
- Respetar la escuela, a los estudiantes, a el personal y a las familias.

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**Firma del maestro**

Nos comprometemos a trabajar juntos para llevar a cabo este acuerdo.

Firmado el \_\_\_\_ de \_\_\_\_\_ del. 20\_\_\_\_\_.



**Title I School Parental Involvement Policy 2015-16**

(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 1 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 1 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 SSC meetings.



**OFFICE OF ACCOUNTABILITY PARTNERS**

- 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.)

Montly meetings are held on the last Monday of every month and also SSC meetings every second Tueday of the month.

### School-Parent Compact

(Name of school) Global Family \_\_\_\_\_:

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:

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 of CCSS through meetings 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 provides an adult computer syber 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 year during staff meetings of the value of parent contributions.



**OFFICE OF ACCOUNTABILITY PARTNERS**

- 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.)

Translation is made available on site. Literacy support is provided at every meeting for parents. meetings are announced at SSC meetings, CSSSP meetings are announced also. All parents are invited to the annual Science Fair, 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 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.)

Translation is made available on site. Literacy support is provided at every meeting for parents.

**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.)

All material is distributed in English and Spanish.





### Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Global Family School Site Council on (Date) 10/20/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, 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.

*Plante Perry*  
(Principal's Signature)

10/28/15  
(Date)

## School Site Council Membership Roster – Elementary

School Name: Global Family Elementary

School Year: 2015-2016

<b>Chairperson :</b> Emmanuel Lopez	<b>Vice Chairperson:</b> Liliana Camacho
<b>Secretary:</b> Leoncio Figueroa	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

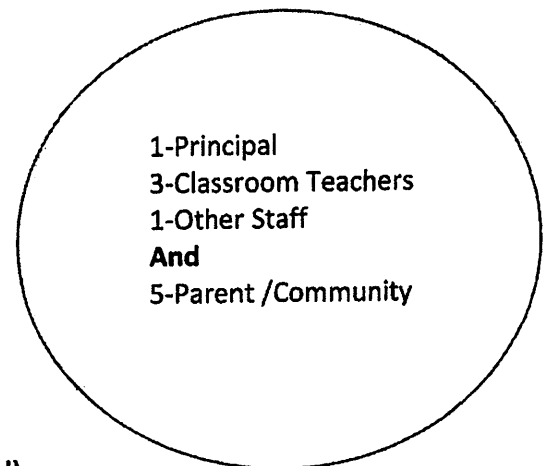
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Dante Ruiz	X			
Emmanuel Lopez		X		
Leoncio Figueroa		X		
Anne Stephenson		X		
Matilde Flores			X	
Marleny Flores				X
Evangelina Rosas				X
Gabriela Becerra				X
Elida Zavala				X
Liliana Camacho				X

<b>Meeting Schedule</b> (day/month/time)	Sept. 8, Oct. 13, Nov. 10, Dec. 8, Jan. 12, Feb. 9, Mar. 8, April 12, May 10
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**SSC Legal Requirements: (Ed. Code 52852)**

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.



(Once filled, this document can be placed on your school site's letterhead)

\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.