OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
	Sondra Aguilera, Chief Academic Officer
Board Meeting Date	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - Global Family Elementary School

Ask of the Board	Approval by the Board of Education of the 2021-2022 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
	● Title IV, Parts A and B
	● After School Education and Safety (ASES)
Attachment	2021-2022 School Plan for Student Achievement (SPSA) for Global Family Elementary School

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School:	**Global Family Elementary School**
CDS Code:	1612590115584
Principal:	Juan Vaca
Date of this revision:	5/20/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact:	Juan Vaca	**Position:**	Principal
Address:	2035 40th Avenue	**Telephone:**	510-879-1280
	Oakland, CA 94601	**Email:**	juan.vaca@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[X] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[X] Early Literacy Support Block Grant (ELSBG)
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:
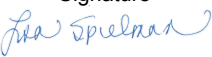
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

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 and 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: 5/20/2021

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

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

Signatures:

Juan Vaca	*Signature*	6/21/2021
Principal		*Date*
Ingrid Martinez	*Signature*	6/21/2021
SSC Chairperson		*Date*
Kathleen Arnold	*Signature*	6/21/2021
Network Superintendent		*Date*
Lisa Spielman	*Signature*	6/21/2021
Director, Strategic Resource Planning		*Date*

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/4/2021	ILT	Feedback on root cause and needs assessment
3/9/2021	SSC	Feedback on root cause and needs assessment
5/13/2021	ILT	Feedback on the SPSA for 2021-2022
5/17/2021	Staff	Feedback on the SPSA for 2021-2022
5/12/2021	SSC	Shared SPSA for 2021-2022
5/20/2021	SSC	SPSA approved by SSC

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$166,460.00
Total Federal Funds Provided to the School from the LEA for CSI	$157,150.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,137,728.00

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)	$152,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$26,460.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$4,060.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$368,050.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$64,950.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$10,150.00	TBD	After School Education and Safety Program (ASES #6010)	$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$157,150.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$187,713.00	TBD
			Measure G Library Support (Measure G #9334)	$55,000.00	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:	**$323,610.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$814,118.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$1,137,728.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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 strives to prepare students as bilingual and biliterate individuals. Global Family Elementary's rigorous academic program prepares students as problem solvers, critical thinkers, and competent writers. At Global Family, we are dedicated to meeting 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	All teachers have multiple assessment data points.	We have frequent reminders and support staff to assist when necessary
Focal Student Supports	Developed a system for Literacy Intervention for students multiple years below.	Additonal staff and TSA to support implementation.
Student/Family Supports	COST is functioning more effciently. We are reducing the number of SSTs and strengthening Tier 1 supports. We partnered with outside organization to provide our students with a well rounded educational experience. Parent leaders are highly involved in the decision making. They attend meetings and hold positions in SSC Support for teacher coaching and intervention. Distance Learning ESL classes for parents.	The CSM is facilitating COST and building rapport with families We have three high capacity TSA's able to lead PD, coach a teachers, hold intervention groups, and lead teams (ELSB, ILT, PD).
Staff Supports	ILT is taking on greater leadership to plan, design and evaluate PD. Facilitation is broadening so that multiple members are "holding" staff.	PD shifted to cycles so that members distribute responsibility for planning PD w/TSA supports. ILT members break out into different grade level PLCs to listen and support grade levels as needed.
Focus Area:	Priority Challenges	Root Causes of Challenges

College/Career Readiness	71% of students are one or more grade level below (K-2 iReady) 1st 73.8% are one or more grade below grade level 2nd 64.2% are one or more grade below grade level	While there is some access to grade level texts/tasks, we don't consistently provide language supports for students to successfully engage in them. Systems are still in development for referring students for tier II and providing interventions. Coaching plan for teachers has not yet been put in place.
Focal Student Supports	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Staff Turnover and Transitions: 7/19 have less than 3 years of teaching experience and have just begun their credentialing process. (temp/preliminary) 2 new TSAs to school - learning about the school stage. Inconsistent implementation with fidelity of Adelante/Advance curriculum and need for more student access and scaffolding for grade-level complex text. Beginning stages of PD Cycle implementation where we integrate classroom "data" and stay focused on one topic for 5-6 sessions. Need extended contract for PLC time to increase teacher capacity and student outcomes. Need time for a CSM to increase family engagement through workshops, volunteering, and informing. Need to get better at our data analysis, calendaring the assessments and reflection on data from those assessments. Think about how we will build trust for the assessments, cultivate a culture of data analyis. What dispositions do we want to support in growing? Leadership gap on our ILT to lead Early Literacy Work. But we are working on building it up. (Early Literacy Team should be poised to lead cycles for next year) Lack of suffcent guidance on how to build on the systems in place

Student/Family Supports	Chronic absenteeism rate 17%	Parent and school connection is still an area that needs specific strategies to improve. We need to find out WHY this is an issue. Some reasons are: connectivity challenges, instability at home., low literacy and tech skills, Lack of familiarity with the curriculum, difficulut navigating the education system, lack of access to materials that may enhace the learning experience. Not enough opportunities for parents to participate in family engagement opportunities. We are waiting unitl studetn get to chronic.. not enough attention to moderte and at risk.
Staff Supports	Use data to inform instruction. Shared vision held among the entire staff. Multiple combo class limit opportunities for grade level instruction (guided reading at their levels)	Lack of sufficient staff supports - coaching plan? What is the coaching. Integrating visioning and budgeting processes within multiple parts of the school (data conferences, Otter Talks, PLCs, faculty meetings) Large classes make it difficult to have small groups. Build collective efficacy amongst staff.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	In consecutive years, each grade level will increase 10%, 13%, and 15%.

Instructional Focus Goal:	*All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target (Baseline)	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	52%	62.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	15.0%	25.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	16.0%	26.0%

Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-89.6 (Spring 2019)	-71.6	-71.6
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	(Fall to Midyear 2020) 21.8%	26.8	31.8
IAB ELA Above Standard	All Students	n/a	18.2%	24.0%	30.0%

Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Math and Science.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-85.0
IAB Math Above Standard	All Students	n/a	4.00%	10.0%	15.0%
CAST (Science) at or above Standard	All Students	n/a	4.0% (Spring 2019)	n/a	4.0%

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

School Goal for May 2024:	At least 25% of English Language Learners will reclassify				
Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	n/a	-132.0	-132.0
SBAC ELA	English Learners	+20 points DF3	n/a	-93.8	-93.8
IAB ELA Above Standard	Students with Disabilities	n/a	2.90%	5.0%	n/a
IAB ELA	English Learners	TBD	3.7%	10.0%	n/a

i Ready (2nd Grade)	English Learners	TBD	Fall 2020: 14%	25.0%	45.0%

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	n/a	-148.0	-148.0
SBAC Math	English Learners	Please choose a focal student group at left.	n/a	-99.8	-99.8
IAB Math Above Standard	Students with Disabilities	n/a	5.7%	10.0%	10.0%
IAB Math	English Learners	Please choose a focal student group at left.	1.4%	5%	10.0%
i Ready (2nd Grade)	English Learners	n/a	n/a	n/a	15.0%

Instructional Focus Goal:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
ELL Reclassification	English Learners	Reclassify 16%	11.7%	n/a	15.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	12.5%	n/a	15

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

School Goal for May 2024:	Reduce dispoortinality in suspension and chronic absences of African Amercan by improving teacher to student relationships				
Instructional Focus Goal:	*All students build relationships to feel connected and engaged in learning.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Connectedness	All Students	+5pp	77.0%	n/a	82.0%
Suspensions	All Students	-2pp	1.0%	n/a	0%
Suspensions	African-American Students	-2pp	25.0%	n/a	0%

Suspensions	Students with Disabilities	-2pp	6.7%	n/a	0.0%
Chronic Absence	All Students	-2pp	11.0%	n/a	9.0%
Chronic Absence	African-American Students	-2pp	40.0%	n/a	20.0%
UCP Complaints	All Students	n/a	n/a	1	0

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

School Goal for May 2024:	100% of teacher will implement standard aligned instruction, participate in action based PLC's, and hold differentiated small group instruction.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	tbd	tbd
Teacher Retention	All Teachers	n/a	84.1% (Fall 2020)	tbd	tbd

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, 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.

School: Global Family Elementary School	**SPSA Year Reviewed:** 2020-21	**SPSA Link:** <u>20-21 SPSA</u>

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:	**All students will attend school regularly and be engaged in classroom learning**
Theory of Change:	If school implements meaningful family and community engagement then students will understand the importance of schooling and be supported to attend and develop a love for learning.
Related School Goal:	All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Many of our students have been in distance learning all year. Some families managed to provide their child consistently with routines while others suffered significant learning loss due to lack of access to resources (day care) and tech literacy. Aside from connection issues or lack of technology, we have a large number of students totally turned off by the notion of distance learning. Some students would not stay in the zoom the whole time. Our chronic absenteeism reached levels never seen at Global Family. We held COST consistently and activated tiered leved supports to address concerns. We have reached out of our stakeholders, leveraged their influence to increase engagement. Our CSM has has reached out to families and provided support/inteventions to increase parentengagement. We have seen an increase in parent participation in Virtual Cafecitos and Town Hall meetings.

What evidence do you see that your practices are effective?

During our Cafecitos and Town Hall meetings, we were able to increase parent attendance. Our Cost team was able to meet consistently and hold SST meeting. Families gained more access to teachers and staff through virtual meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will use a MTSS approach to address some of the chronic issue (Academic and behavior) and support student in reengagment. We will continue to hold attendacne meetings and parent meeting with specific topic (Reclassification, Report Card, Conferences, and Assessments)

20-21 Standards-Based Instruction Priority:	**Common Core State standards in Math, Science NGSS, writing and reading**
Theory of Change:	If teacher implement Adelante/Advance, Math, and FOSS curiculum, Students will improve in SBAC by +15 DFS. If we focus on incorporating a content language objective in the core suject areas we will further engage our language learners.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

During distance learning, our teachers worked with a MOU that provided students with limited synchronous instructional minutes. Some students engaged in distance learning and many did not. Leadership observed instruction in class on several occasions, but not enough due to all the attention needed for distance learning. We managed to run two cycles of instructional rounds and received feedback that informed professional development design. Professional learning communities structures were put in place this year. Zoom break out rooms were created, tasks were assigned and notecatchers were filled out at the end of PLC time. While a good start, we want to continue to build on these structures so that teachers are self directed and supporting each other in improving lesson planning and instruction. Teachers implemented Adelante/Advance curriculum while in distance learning focusing power standards. Data conferences were held by grade level and individually that helped inform out Tier 2 intervention cycle. PD cycles were created and delivered by members of the instructional leadership team. Staffing positions was challenging. I planned to hire two noon supervisors, and was only able to hire one. Our partnership with Playworks did not happen this year and those funds were used to improved our early literacy libraries.

What evidence do you see that your practices are effective?

We have a system on how to manage deliverables getting met during PLC.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are going to add a Early Literacy Specialist to build capacity.

20-21 Language & Literacy Priority:	**Improve Language and Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year and include in all lessons a content language objectives aligned to the task.**
Theory of Change:	"If teachers continue to use DRA/ EDL to assess students for reading, provide consistant guided reading groups 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. If teachers reinforce the content language objective in the beginnng, middle and end of the lesson, student will have a clear idea on the skill they are developing.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

During distance learning, teachers used Adelante/Advance as the base curriculum and supplemental material to reinforce content. Our teachers administered all the assessments (DRA, EDL, iReady, IAB) asked of them. We held data conferences with teachers individually and at grade level to discuss gains and areas of improvement. Data was shared with parents, ILT, and students in parent conferences to identify stretch goals. We were able to partner with BookTrust to provide books to students in grades Tk-3. Unfortunately, we were not able to provide books for the whole school. Teachers were provided OSMOs to improve the delivery of distance learning and instruction. Guided reading was

What evidence do you see that your practices are effective?

80% of students came to pick up consumables for every unit of Adelante/Advance

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Adelante and Advance will continue to be our base curriculum and teachers will have freedom to supplement the curriculum without compromising the goals of each unit. The complex text will not be supplanted with text that is not at grade level.

20-21 Conditions for Adult Professional Learning Priority:	**All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.**
Theory of Change:	If we provide teachers with targeted professional development, then students will recieve high rigor instruction in class.
Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
With so many changing factors to consider in distance learning, we were asked to be flexible and adaptable to the conditions of distance learning. We managed to accomplish some of our goals, but most importantly we stabilized the instructional foundation at Global Family beginning with the ILT. Members of the ILT were asked to take a heavier stance on professional development to ensure ownership and buy in from staff. PD Cycles were created allowing us focus our PD with specific targets and goals. We incorporated a note catcher at the end of professional learning communities to track progress and align the PD with content with plan next steps. The action plans that took place in PLC's did not solely focus on Long Term English Learners and formative assessments were not used to inform instruction consistently. We planned on having colleagues observe each other to get feedback and share ideas but were not able to make it work with all the time constraints. We were able to attend a dual language conference in the summer and provided us with strategies on how to provide high level instruction through distance learning with various platforms and Benchmark Universe.

What evidence do you see that your practices are effective?
Professional Development had continuity throguhout the year. ILT members developed and delivered the PD cycles

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
In 2021-2022 we plan on outlining the TSA positons with clear expecations to distribute leaderships and responsibilities. If TSA have clear job responsibilities, teachers will have their specific needs met. We want to continue building capacity in our instructional leadership team and have representation in every grade.

20-21 Conditions for English Language Learners Priority:	**All ELL Students will receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD using the Advance Designated ELD curriculum.**

Theory of Change:	If teachers consistently implement quality daily designated ELD using Benchmark Advance, and incorporate integrated ELD strategies during ELA, Math, and Science instruction, focusing on scaffolded student talk and differentiated tasks through the use of complex texts from the Advance/Adelante curriculum. then a higher percentage of ELLs will reclassify. To implement this theory of change we will have: Teachers use Before, During, After Reading Routines for ELLs at least 3x/week. Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3) Teachers provide students with language resources and other scaffolds to support their understanding. (3B.2) Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1) Teachers provide opportunities for students to learn how language works to make meaning. (3C.1)
Related School Goal:	Increase EL reclassification rate by 8% in the 2021-2022 shcool year and 24% by Spring 2024

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

With limited synchronous instructional minutes, it was challenging to provide designated ELD every day. Teachers did have dedicated ELD slots in schedules and used Benchmark to delivery instruction. Professional development on ELD was not heavily introduced this year, but it was discussed that due to the number of new staff, we need to increase the capacity. Teachers did not get time to look at ELD lessons for refinement and alignment, or training on how to upack complex text - Before, During, and After strategies were not heavily introduced this year, but we plan to have a PD cycle next school year.

What evidence do you see that your practices are effective?

During instructional rounds and informal walkthroughs, we notice Benchmark being used to teach ELD.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to leverage the leadership team to build capacity and develop an ELD PD Cycle.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

Due to distance learning, we reallocate our funds to area that supported students. We were planning on partnering with playworks but found it extremely difficulty get he most out of their services in distance learning. We planned to have noon supervisors, but we quickly had to use those folks to perform other duties.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Global Family Elementary School	**School ID:** 114

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

School Priority ("Big Rock"):	All students will attend school regularly and be engaged in classroom learning
School Theory of Change:	If school implements meaningful student, family and community engagement, then students and families will experience a sense of belonging, exhibit agency over their learning and demonstrate a sense of ownership of the school programs, events, grounds and decisions as measured by LCAP Connectedness and School Climate domains of the CHKS survey. If teachers integrate culturally relevant and social justice pedagogy into their implementation of a Language Arts unit, students will demonstrate increased engagement as measured by LCAP Connectedness and School Climate domains of the CHKS survey. (SEL/ELA Cycle)
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will **monitor their students attendance** and stress the importance of coming to school everyday	Leadership will share with parents the importance of coming to school through a series of **workshops**. Leadership will share with teachers a **list of their students with chronic absenteeism**. Leadership will **coordinate** the Coordination of Services Team, Student Study Team, Student Attendance Review Team, Student Attendance Review Board, and additional problem-solving meetings as appropriate to support attendance difficulties.	Improvements in ADA by at least 1% and chronic absence rates (see CDE expectations)	Chronic absenteeism rate 17%	Tier 1

1-2	If after Tier 1 Support are in place, teachers will **use** the coordination of services team (COST) **referral system for additonal supports**.	The leadership team **will lift family engagement** in Student Study Team meetings	The Student Study Team will meet weekly for students who need intensive support and the schedule will be on the calendar. The Student Study Team will report in their minutes potential coordination of services with meaningful family involvement.	Chronic absenteeism rate 17%	Tier 3
1-3	Teacher will **establish rapport** and **maintain regular communication** with the families regarding **basic student needs**, **curriculum**, **instruction**, **schoolwide expectations**, support at **home/school needed by the child**, **community supports**, and **leadership opportunities** for families available at Global.	Leadership team will **create communication system for all families** beyond robocall (e.g., monthly newsletter). Leadership with **updated website** for Global family to maintain basic school information. Leadership will hold **Cafecitos, Town Halls,** and **family workshops** as well as **celebrations, family-led meetings,** and make concerted effort to **include families in all leadership teams**. Leadership will **provide minimmum days** for the **first week of school (Tk-5)** and **two additional weeks for TK and K**.	School-family-community partnership rubric (district/state/national best practice expectation). Documentation of family communication or meeting (robocall, newsletter, meeting sign-ups, minutes, flyers)	Chronic absenteeism rate 17%	Tier 1

1-4	Teachers will **promote positive relationships** with students in class and on the yard by **implementation of Positive Behavior Intervention and Support** (PBIS) and **Social Emotional Learning** (SEL) practices with a focus on relationship skills . Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily **community/morning circle.**	Global Family will fund a **full time Community School Program Manager** to support with the culture and climate at Global. Leadership will provide teachers with l**esson plans**, **examples**, and a **schedule to teacher school wide expectations**.	Student and staff knowledge of Global CARES Schoolwide expectations equal to or greater than 70% of students and 90% of staff familiar with 4 of 5 schoolwide norms Improvements in CHKS student data	Chronic absenteeism rate 17%	Tier 1
1-5	Teachers will provide students with **access to the library** where they will be able to check out books.	Leadership work with the librarian to **get the library in conditions to serve children** by **increasing the number of bilingual books** and creating schedule to provide students access.	Leadership and the librarian will meet bi weekly to assess the use of the library.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

1-6	At least one Global teacher will provide parent **ESL instruction** weekly to 15 - 30 family members via Zoom and/or in person.	Leadership will allocate funding for **teacher extended contract**. Leadership will **coordinate** parent enrollment and teacher support.	Parent attendance and Pre/Post Asssessment.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 2
1-7	Teachers will provide **culturally relevant activities** in the **classroom** and opportunities to **participate in school wide events**.	Leadership will **calendar events** throughout the school year for teachers to incorporate activitites in the classroom.	Calendar of events and teacher lessons that incoporate culturally relevant activities	Chronic absenteeism rate 17%	Tier 1

1-8	Teachers will **celebrate school-wide literacy** through public facing **data walls,** yearly **Family Reading Open House**, and **awards** linked to progress and achievement in iReady, ELPAC, and SBAC	Leadership will **identify criteria for achievement recognition** Leadership will **form a literacy team** that reviews goals and maintains data walls Leadership will **Calendar** Family Reading Open House **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.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
1-9	Teachers will **document and communicate** individual student **reading goals** to **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** for data analysis of iReady, ELPAC, and SBAC scores.	Students and parents will know their current reading levels be able to name 2-3 specific skills they are working on as well as their reading goal.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

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 Change:	If teachers consistently use the Adelante/Advance base curriculum and unit assessments to provide students with access to grade level complex text and tasks, and guide students using close read protocols, then students will improve their performance on SBAC ELA by 10% each successive year. (ELA Cycle) If teachers implement base curriculum and unit assessments, develop student-facing content-language objectives and reference them in the beginning, middle and end of the lesson, then students will improve by +15DFS, 5% annually on iReady and have a clear understanding of the skills they are developing as measured by student interviews during Instructional Rounds. (Math Cycle)
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will use **grade level complex text** and **unit assessment data** to drive instruction	TSAs will **support teachers** in learning how to administer unit assessments online. Admin will **ensure teachers administer** the assessments and **obtain the support** they need.	PLC Notecatchers show evidence of unit data analysis. Summary of results presented to ILT, staff and families.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7

84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9

"71.6% EL student are below grade level in iReady ELA (K-2)"

"86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB" | Tier 1 |

2-2	Teachers **progress monitor student learning** through multiple forms of formative and summative assessments to determine mastery.	Principal and ILT provide **additional PLC time** for teachers to analyze student work and assessments. Principal/TSAs will have data conferences with each grade level.	PLC notecatchers and data analysis forms show that **multiple sources of assessments are being used to group students.**	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7	Tier 1
2-3	Teacher **align tasks** to **content language objective.**	Principal will **express expectations at beginning of the year** and teachers will **include their content language objectives** in their lesson plans. TSAs will **support teachers** who need additional **guidance for creating content language objectives.**	**Informal and formal walkthroughs** show that teachers are **referencing the CLO** throughout the lesson and shared in the lesson plan.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
2-4	Teachers will provide **targeted intervention** (Tier 2) to students not responding to the Tier 1 instruction in Math, English Language Art, Spanish Language Art, and English/Spanish Language Development	Principal and TSAs will **support grade level PLCs** to **analyze data**, **identify focal students** and **define learning targets** for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will **model and support the expectations** of small group support and **provide tools for progress monitoring.**	Interventionists schedule will **show regular meetings with students** and they will **share results with ILT**.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 2

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Improve Language and Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year and include in all lessons a content language objectives aligned to the task.
School Theory of Change:	If teachers continue to analyze iReady assessment results, provide consistent guided reading groups to all students alongside a strong implementation of the i-Ready lessons program, and collaborate with interventionists to offer Tier 2/3 literacy support, then students will improve reading comprehension, phonological awareness and phonics skills domains of iReady. (ELA Cycle) If teachers provide explicit academic language instruction connected to the content and language objectives and provide opportunities for students to practice/apply new language, then the percentage of students earning an ELPAC overall score of 4 will increase by 10% and iReady vocabulary domain will increase by 5%, each successive year. (Vocabulary Instruction Cycle)
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teacher **align tasks** to **content language objective.**	Principal will **express expectations at beginning of the year** and teachers will **include their content language objectives** in their lesson plans. TSAs will **support teachers** who need additional **guidance for creating content language objectives.**	**Informal and formal walkthroughs** show that teachers are **referencing the CLO** throughout the lesson and shared in the lesson plan.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

3-2	Teachers will **collaborate** to **implement vocabulary instruction routines** and **pre/post assesssments** for each content area.	Leadership will ensure teachers **attend district training and get support to interpret iReady data**. Instructional Leadeship Team **develop PL cycle for vocabulary instruction** in Language Arts, Math and Science.	PLC Notecatcher shows evidence of focal vocabulary, routines and pre/post assessments. Artifacts in classrooms show a vocabulary focus.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
3-3	Teachers **think critically** about their **foundational skills instruction** and how they **leverage curriculum materials** within a dual-immersion context and **targeted Tier 1, 2, & 3.**	Leadership will **hire a bilingual early literacy specialist** to support TK-1 PLCs. **Create and deliver PD** cycle on **Early Literacy**. **Increase** amount of **PLC time**.	Analysis of iReady data Fall, Winter, Spring. Revised pacing for foundational skills.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

3-4	Teachers implement text based discussion routines in small groups.	ILT conducts Instructional Rounds and facilitates peer observations to calibrate on the student talk rubric.	Instructional Rounds Jamboards. PLC Notecatchers. Rubric scores.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
3-5	Teachers will provide **targeted Literacy intervention using iReady diagnostic Reading Comprehension results.**	Principal and TSAs will **support grade level PLCs** to **analyze data**, **identify focal students** and **define learning targets** for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will **model and support the expectations** of small group support and **provide tools for progress monitoring.**	Interventionists schedule will **show regular meetings with students** and they will **share results with ILT**.		

Teachers will facilitate the ordering of books through Book Trust program. Teachers log student purchases and create way to track weekly hours towards nightly reading.	Ensure funds are made available for Book Trust program.	Students report having home libraries. Students engage in regular and sustained reading at home at least 4 nights a week.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
Teachers will **collaborate to enhance their classroom libraries** so that all students have access to culturally relevant, rigorous texts that they can use during small group instruction and independent reading time.	Leadership will **invest in literature in both languages to supplement classroom libraries** and school library.	Informal walkthroughs show that new books for small group instruction and indepedent reading are regularly used by students.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority ("Big Rock"):	All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.

	School Theory of Change:	If we provide all grade level teams with collaborative planning time then students will receive accelerated literacy instruction at their level.

	Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.

	Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teacher will implements what is taught in PD, in the classroom.	ILT will plan and deliver PD cycles focused on student talk, ELD/SLD, vocabulary instruction and guided reading. PD Cycles will define guiding questions, goals and will make explicit connections to OETF.	Progress Monitoring section of Planner Document. Walkthrough and Peer Observation notes.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

4-2	Develop and use rubrics to define mastery for students' communication of ideas. Rubric criteria will include, at a minimum, vocabulary, language structures and verbal reasoning.	PD Cycle on Student Talk will include a tuning protocol to elicit peer feedback on rubrics.	ILT will review the PLC Notecatchers	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
4-3	Teachers will analyze Phonics/PA/HFW data with grade level teams and identify instuctional next steps.	TSA will provide protocols for data analysis. ILT will plan PL cycle to think critically about their implementation of our adopted foundational skills program in Benchmark.	Provide professional development. Scope and sequence for PA/Phonics for each grade level.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

4-4	Teachers will **collaboratively** analyze student work and create an action plan.	Leadership and Instructional Leadership Team members will provide support during professional learning community and make sure an action plan is created. Leadership will help create the condition for professional learning community to focus on student outcome with an agenda and identifying norms for the meeting. Create or identify a protocol to analyze student work. Leadership will review a artilce on PLC, solidifying PLC expectations	Teachers will have differentiated small groups every day providing Tier 2 services to student not responding the intervention. Teachers will apply the action plan created at professional learning community. Teachers will share reflection of student work analysis and implications with PLC and larger group.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
4-5	Teachers will cosullt with TSA's to inquire about strategies to support language learners (Newcomer, LTELS, 3rd Language Aquisition)	The TSAs will provide coaching and support in applying content learned in the professional learning through demos or 1:1 consultation. Leadership will model conditions for learning in professional learning community. Leadership will create schedule for teacher release days. TSAs will have office hours based and be avaiable during teacher prep times.	Principal will meet with TSAs to discuss work plan quaterly.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 2

4-6	Teachers will have a professional learning community agenda, professional learning community minutes, and action steps that will be shared with the principal.	Instructional Leadership Team members in each grade level will lead professional learning community and make sure action steps are created	Minutes will be turned in to leadership and periodic classroom observation will take place.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
4-7	Teachers will have the opportunity to observe their colleagues at grade level and cross grade level to improve teaching practices.	Teacher on special assignment will arrange schedule for colleagues to observe each other and provide feedback	Leadership will organize peer walkthroughs at the end of every PD cycle	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 2

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4-8	Teacher leaders will be invited to attend a professional learning conference.	Leadership will select teachers leaders in every grade level to attend CABE, OERA, SEBT.	Teacher leaders will share what they learned with the staff in a staff meeting.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	All ELL Students will receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD using the Advance Designated ELD curriculum.
School Theory of Change:	If all ELL Students receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of standards-based, consistent, daily Designated ELD using the Advance Designated ELD curriculum then our reclassification rate will increase by 5% and the percentage of students earning an ELPAC overall score of 4 will increase by 10%, each successive year. (ELD Cycle)
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*Use provided Advance Designated ELD lessons.*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Teachers will hold differentiated ELD groups	Instructional Leadership Team English Language Learner data dive at least 2x/year to evaluate and adjust language program and instruction	Teacher will share ELD groups and their progress in in data conferences 2X a year	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 2
5-2	Teachers will provide differentiated small group reading instruction.	Leadership will support teachers in creating establsihing small groups.	Administrator will conduct several walkthroughs a month with TSA's	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 2

5-3	Teachers use language aquisition skills to engage ELL	TSA will provide a PD cycle on Language acquisition to the staff highlighting skills	Teachers will bring back work samples to the PLC	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
5-4	Teachers progress monitor students and administer formative assessments	Leadership will provide time in the assessment calender to administer formative assessemnts	Leadership will look at the data and hold data summits with grade level teams	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

5-5	Teachers will unpack ELD curriculum	Provide professional learning communities time at least once per month using a protocol that allows teachers to review English Language Development lesson objectives and refine/align as needed.	Instructional rounds	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1
5-6	Teachers will fill out the notecatcher to decide Tier 2 intervention groups	Leadership will provide time to look at data in PLC	Notecatcher will be reviewed regualrly at the end of PD cycles	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 2

5-7	Teachers will consult with the Newcomer Teacher for wrap around supports	Newcomer teacher will have office hours to support staff	Newcomer teachers will report back in the admin weekly meetings	Use data to inform instruction. Shared vision held among the entire staff. Multiple combo class limit opportunities for grade level instruction (guided reading at their levels)	Tier 2
5-8	Teachers will use provided Advance Designated English Language Development lessons.	Leadership will provide use PD time to support staff with the implementation of the Advance ELD curriculum.	Scheduled Walkthroughs with grade level rubric	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

5-9	Provide designateed ELD everyday at least 30 min	Establish time for designated Englsih Language Development in daily schedule	Teachers will turn in instructional schedule and leadership team will conduct walkthroughs to confirm implementation of instructiomnal schedule.	81.3% of students are below standard in IAB ELA 3rd 88.9 4th 80.6 5th 74.7 84.6% of students are Below standard in IAB Math 3rd 79.2 4th 91.1 5th 85.9 "71.6% EL student are below grade level in iReady ELA (K-2)" "86.1% EL student are below grade level Math 89.3% EL students are below grade level IAB"	Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET   **Site Number:**   114   **School:** Global Family Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Certificated Teachers' Salaries: Extra Compensation	$8,945	General Purpose Discretionary	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills . Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	114-1
Supplies to support instruction	$12,515	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Supplies to support instruction	114-2
Copier	$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	114-3
TSA	$41,490	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1400	11-Month Classroom TSA	0.31	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will cosullt with TSA's to inquire about strategies to support language learners (Newcomer, LTELS, 3rd Language Aquisition)	114-4
Noon Supervisor	$19,707	LCFF Supplemental	2905	Other Classified Salaries	1727	Noon Supervisor	0.58	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills . Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	114-5

STIP	$47,493	LCFF Supplemental	1105	Certificated Teachers' Salaries	3896	STIP Teacher	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and TSAs will support grade level PLCs to analyze data, identify focal students and define learning targets for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will model and support the expectations of small group support and provide tools for progress monitoring.	114-6
STIP	$60,740	LCFF Supplemental	1105	Certificated Teachers' Salaries	4296	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and TSAs will support grade level PLCs to analyze data, identify focal students and define learning targets for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will model and support the expectations of small group support and provide tools for progress monitoring.	114-7
Teacher Bilingual	$80,675	LCFF Supplemental	1105	Certificated Teachers' Salaries	4590	Teacher Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Leadership will hire a bilingual early literacy specialist to support TK-1 PLCs. Create and deliver PD cycle on Early Literacy. Increase amount of PLC time.	114-8
STIP	$63,739	LCFF Supplemental	1105	Certificated Teachers' Salaries	8279	STIP Teacher	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and TSAs will support grade level PLCs to analyze data, identify focal students and define learning targets for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will model and support the expectations of small group support and provide tools for progress monitoring.	114-9
Books	$10,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leadership work with the librarian to get the library in conditions to serve children by increasing the number of bilingual books and creating schedule to provide students access.	114-10
Supplies to support high needs students	$28,059	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in Math, English Language Art, Spanish Language Art, and English/Spanish Language Development	114-11
Counseling Intern	$1,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Counseling Intern ensure students and families are welcomed, safe, healthy, and engaged.	114-12

Academic Intervention Licenses	$5,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in Math, English Language Art, Spanish Language Art, and English/Spanish Language Development	114-13
Certificated Teachers' Salaries: Extra Compensation	$18,418	LCFF Concentration	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-14
Textbooks	$7,500	LCFF Concentration	4100	Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will use grade level complex text and unit assessment data to drive instruction	114-15
Books	$16,582	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will use grade level complex text and unit assessment data to drive instruction	114-16
Supplies to support high needs students	$2,450	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund school supplies for high needs students, including paper, ink so that all students have access to adequeate resources to learn.	114-17
Counseling Intern	$10,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Counseling Intern ensure students and families are welcomed, safe, healthy, and engaged.	114-18
Computer and technology	$10,000	LCFF Concentration	4420	Computer < $5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-19
TSA	$92,348	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	1400	11-Month Classroom TSA	0.69	Goal 1: All students graduate college, career, and community ready.	TSAs will support teachers in learning how to administer unit assessments online. Admin will ensure teachers administer the assessments and obtain the support they need.	114-20
CSM	$64,702	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	2434	Program Mgr Community School	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Global Family will fund a full time Community School Program Manager to support with the culture and climate at Global. Leadership will provide teachers with lesson plans, examples, and a schedule to teacher school wide expectations.	114-21

Teacher Stipends	$4,052	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Leadership will share with parents the importance of coming to school through a series of workshops. Leadership will share with teachers a list of their students onic absenteeism. Leadership will coordinate the Coordination of Services Team, Student Study Team, Student Attendance Review Team, Student Attendance Review Board, and additional problem-solving meetings as appropriate to support attendance difficulties.	114-22
To be allocated in the fall	$8	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	114-23
TSA	$154,011	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7721	Classroom TSA 12 Months	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	The TSAs will provide coaching and support in applying content learned in the professional learning through demos or 1:1 consultation. Leadership will model conditions for learning in professional learning community. Leadership will create schedule for teacher release days. TSAs will have office hours based and be avaiable during teacher prep times.	114-24
Library	$35,224	Measure G: Library	2205	Classified Support Salaries	7723	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Teachers will provide students with access to the library where they will be able to check out books.	114-25
Books	$19,189	Measure G: Library	4100	Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will provide students with access to the library where they will be able to check out books.	
Dance Classess and Classroom Library Books	$10,150	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teacher will implements what is taught in PD, in the classroom.	114-26
Contract w/After School Provider	$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills . Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	114-27

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Global Family Elementary

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

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

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

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

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

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops.
- Parent leader meetings called Cafecitos with leadership.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- Sending home robocalls in their home languages.
- Sending home monthly calendars with monthly events.
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
- Parent leader meetings with called Cafecitos leadership that have TRANSLATION for Spanish speaking families.

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Global has a group of parent leaders who meet once a week to discuss school improvement and increased student achievement.

- Global has a parent leader meeting once a month to discuss volunteer opportunities.

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:
- Global holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.

- Teachers send home materials for parents to use such as online portal access (like RAZ kids), books, flashcards, etc. to support learning.

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:
- Global holds trainings for parents at a needs-basis when needs are lifted up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meetings.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:
- We hold SSC at a regular time every month and Cafecitos for parents and leaders to meet at a regular time every month to give families an opportunity to choose a time that works better for them.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- Sharing the policy at Back to School Night for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at our monthly parent-leader meeting called Cafecitos.
- Asking SSC for feedback at SSC meeting.

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

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

The school provides support for parent and family engagement activities requested by parents by:
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and hold monthly parent-leader meetings called Cafecitos.

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:
- Global has Cafecitos for parent and leader to meet at a regular time every month to give families an opportunity to discuss volunteer opportunities.

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

Adoption
This policy was adopted by Global Family Elementary School School Site Council on August 28th 2020 and will be in effect for the period of August 10, 2020 through May 28, 2021

The school will distribute this policy to all parents on or before August 31, of the current school year.

Name of Principal   **Signature of Principal**

Date

Please attach the School-Parent Compact to this document.

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

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

Global Family Elementary

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

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

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

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

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

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

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

- Reuniones de padres líderes con administración llamados Cafecitos.

OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Programa de voluntariado para padres

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

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

- Global Family tiene un grupo de padre líderes que se reúnen cada semana para discutir el rendimiento estudiantil.
- Global Family tiene una junta de padres líderes donde los padres se reúnen para discutir otras oportunidades de voluntariado una vez al mes.

OUSD Family Engagement Standard 4: Aprendizaje en el hogar

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

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

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

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

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

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

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

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

- Celebración del SSC en un horario regular mensualmente, y una reunión de padres y líderes en un horario regular mensualmente para darles la oportunidad de elegir un horario que les funcione mejor.

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

- Compartir la política en la Noche de Regreso a la Escuela para recibir comentarios.
- Solicitar otras ideas u oportunidades de compromiso.
- Solicitar comentarios a los padres líderes en la reunión del "Cafecito".
- Solicitar comentarios a los miembros del SSC en las reuniones del SSC.

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

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

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

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

OUSD Family Engagement Standard 6: Colaboración comunitaria y recursos

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

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

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

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

Adopción

Esta política fue adoptada por el Consejo del Plantel Escolar de la Escuela Primaria Global Family el 28 de Agosto y estará en vigencia durante el período del 10 de agosto de 2020 al 28 de mayo de 2021.

La escuela distribuirá esta política a todos los padres antes del 31 de agosto del año escolar actual.

Nombre del director   **Firma del director**

Fecha

Adjunte el acuerdo entre la escuela y los padres a este documento.

School-Parent-Student Compact

Global Family Elementary

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities
The school agrees to carry out the following responsibilities to the best of their ability:

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
   a) Incorporating Strong Instruction around Complex Text including Access to Complex Text for Language Learners
   b) Building out rigorous STANDARDS-BASED formative and interim assessment practices
   c) Refining Differentiation and Tiered intervention for early literacy and language skills
   d) Incorporating hands-on science investigations for students weekly

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

3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

   a) Parents and Families participate in conferences to review elementary report cards.

4) **Provide parents reasonable access to staff.**
   a) Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.
   b) Parent-leader meetings with leadership.

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

   a) Global Family has "Cafecitos" for parent and community school manager to meet at a regular time to give parents an opportunity to discuss volunteer options.

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

   a) Global holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.
   b) Teachers send home materials for parents to use such as online portal access (like RAZ kids), books, flashcards, etc. to support learning.
   c) Parent-teacher conferences to outline goals and action plans.

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

   a) Engaging parents/families in the planning process for parent/family workshops.
   b) Asking parents and parent leaders to share needs/requests and parent leader meetings.
   c) Monthly family newsletters to support school-family-community partnerships

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

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

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

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

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

Student Responsibilities

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

- Attend school on time every day ready to learn.
- Do my schoolwork/homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by Global Family Elementary School on August 28, 2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 31, 2020.

Signature of Principal

Date

Pacto Escuela-Padres-Estudiante
Global Family
2020-21

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

Este pacto Escuela-Padres está vigente para el año escolar 2020-21.

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

1. **Proporcionar un currículo e instrucción de alta calidad en un entorno de apoyo y aprendizaje eficaz, que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**
● Incorporación de una enseñanza sólida sobre Textos Complejos, incluyendo acceso a textos complejos para estudiantes de idiomas.
● Desarrollar prácticas rigurosas de evaluación formativa e interina BASADAS en los ESTÁNDARES.
● Definir la diferenciación y la intervención suplementaria para la alfabetización temprana y las habilidades lingüísticas.

- Incorporación de investigaciones prácticas de ciencias todas las semanas para los estudiantes.

2. **Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y conferencias sobre datos de toda la escuela, entre las familias y los maestros, talleres de nivel de grado y juntas mensuales padres-director.

3. **Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**
- Los padres y las familias participan en conferencias para revisar las boletas de calificaciones de Primaria.

4. **Proporcionar a los padres un acceso razonable al personal.**
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado.
- Reuniones de padres líderes con la administración.

5. **Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**
- Global Family organiza "Cafecitos" en los cuales el gerente comunitario de la escuela y los padres asistentes se reúnen regularmente. Con ello se da una oportunidad a los padres para discutir las diferentes opciones de voluntariado.

6. **Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
- Global Family organiza talleres para padres al menos 2-3 veces al año, algunos grados mensualmente, para apoyar a los padres aprendiendo estrategias y materiales para poder apoyar a sus hijos en su aprendizaje en la casa.
- Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como RAZ), libros, tarjetas, etc. para apoyar el aprendizaje.
- Conferencias de padres y maestros para establecer metas y planes de acción.

7. **Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios igualitarios.**

- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pedir a los padres y padres líderes que compartan necesidades/solicitudes y reunión de padres-administradores
- Boletines informativos mensuales para la familia para apoyar las asociaciones entre la escuela, la familia y la comunidad

8. **Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
- Mandar llamadas automáticas al hogar con el lenguaje apropiado.
- Enviando a casa calendarios mensuales con evento
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela, entre familias y maestros, talleres de nivel de grado y juntas de "Cafecito" para reuniones entre familias y el gerente comunitario.
- Reuniones de padres-líderes y reuniones de SSC con la administración, en las que hay TRADUCCIÓN para familias de habla hispana.

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

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

Responsabilidades del estudiante

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:
- Asistir a la escuela a tiempo todos los días.
- Hacer mi tarea escolar / tarea todos los días.
- Pide ayuda cuando la necesite.
- Respeto a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.

Este Pacto fue adoptado por la Escuela Primaria Global Family el 28 de agosto de 2020 y estará vigente durante el período del 10 de agosto de 2020 al 28 de mayo de 2021.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participen en el programa Título I, Parte A, el 31 de agosto de 2020 o antes.

Firma del director

Fecha

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

GLOBAL FAMILY ELEMENTARY SCHOOL
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Ingrid Martinez
Vice Chairperson:	Liliana Camacho
Secretary:	Mario Montesino

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member
Juan Vaca	☑	☐	☐	☐
Mario Montesino	☐	☐	☑	☐
Dolores Beleche	☐	☑	☐	☐
Carol Carey	☐	☑	☐	☐
Francisco Luis-Llaguno	☐	☑	☐	☐
Ingrid Martinez	☐	☐	☐	☑
Susana Moreno	☐	☐	☐	☑
Carmen Carrillo	☐	☐	☐	☑
Liliana Camacho	☐	☐	☐	☑
Rosibel Romero	☐	☐	☐	☑
	☐	☐	☐	☐
	☐	☐	☐	☐

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of Every Month at 3:15 PM

SSC Legal Requirements (EC Sections 65000-65001):

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

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