

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1683
Introduction Date	8/24/22
Enactment Number	22-1455
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Global Family Elementary School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Global Family Elementary School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Global Family Elementary School



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Global Family Elementary School  
**CDS Code:** 1612590115584  
**Principal:** Juan Vaca  
**Date of this revision:** 5/17/20

**Board Office Use: Legislative File Info.**  
**File ID Number:** 22-1683  
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

**Contact:** Juan Vaca

**Position:** Principal

**Address:** 2035 40th Avenue  
Oakland, CA 94601

**Telephone:** 510-879-1280

**Email:** [juan.vaca@ousd.org](mailto:juan.vaca@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

**2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

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

- |                                                                               |                                                                                     |                                                                        |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant           |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input checked="" type="checkbox"/> After School Education & Safety Program         | <input type="checkbox"/> 21st Century Community Learning Centers       |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> 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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/17/2022

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

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

**Signatures:**

Juan Vaca <i>Principal</i>	Juan Vaca <i>Signature</i>	5/17/2022 <i>Date</i>
Veronica Martinez <i>SSC Chairperson</i>	<i>Veronica Martinez</i> <i>Signature</i>	5/17/2022 <i>Date</i>
Kathleen Arnold <i>Network Superintendent</i>	<i>K. Arnold</i> <i>Signature</i>	5.27.2022 <i>Date</i>
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <i>Signature</i>	5/27/2022 <i>Date</i>

## 2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
3/15/2022	SSC	Discuss Part 1 and Part 2 of the SPSA
3/17/2022	ILT	Reengage with Part 1 and Part 2 of the SPSA
4/21/2022	ILT	Look at alignment throughout the SPSA
5/12/2022	ILT	ILT approval of the SPSA
5/17/2022	SSC	SPSA Approval

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. 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. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$166,050.00
Total Federal Funds Provided to the School from the LEA for CSI	\$21,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$928,946.35

### 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)	\$151,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,800.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,050.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$332,840.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$10,125.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$21,000.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$180,112.58	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$187,050.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$741,896.35</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$928,946.35</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 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: STUDENT GOALS & TARGETS**

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

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	30%	<i>not available until Fall 2022</i>	18%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	8%	<i>not available until Fall 2022</i>	20%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	9%	<i>not available until Fall 2022</i>	22%

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-89.6	n/a	<i>not available until Fall 2022</i>	-79.6
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6%	<i>not available until Fall 2022</i>	20%

<b>Mathematics/Science Measures &amp; Annual Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Target</b>
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-100	n/a	<i>not available until Fall 2022</i>	-90
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	50%
CAST (Science) at or above Standard	All Students	4%	n/a	<i>not available until Fall 2022</i>	14%

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

**Academic Measures & Annual Targets for Focal Student Groups**

<b>Measure</b>	<b>Target Student Group</b>	<b>2018-2019 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Target</b>
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-152	n/a	<i>not available until Fall 2022</i>	-142.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	-89.6	n/a	<i>not available until Fall 2022</i>	-80.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	<i>not available until Fall 2022</i>	10%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-168.8	n/a	<i>not available until Fall 2022</i>	-158.8
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	-100	n/a	<i>not available until Fall 2022</i>	-90.0

**Reclassification Measures & Annual Targets**

<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Target</b>
ELL Reclassification	English Learners	6%	3%	<i>not available until Fall 2022</i>	20%
LTEL Reclassification	Long-Term English Learners	0%	23%	<i>not available until Fall 2022</i>	50%



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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	79%	64%	<i>not available until Fall 2022</i>	74%
Out-of-School Suspensions	All Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	25%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	7%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	11%	15%	<i>not available until Fall 2022</i>	35%
Chronic Absenteeism	African American Students	40%	33%	<i>not available until Fall 2022</i>	18%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<ul style="list-style-type: none"> <li>- Teachers are incorporating strategies learned in PD to improve their instructions.</li> <li>- Teachers use multiple sources of data to influence their instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Extra PLC to increase teacher collaboration</li> <li>- Focused PD Cycles</li> </ul>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<ul style="list-style-type: none"> <li>- Systems of Literacy intervention to support ELL students</li> </ul>	<ul style="list-style-type: none"> <li>- (4) Full time, High capacity STIPS</li> <li>- Full-time Newcomer Teacher</li> <li>- .80 Early Literacy Coach</li> <li>- Set up and Implement systems to stream line processes</li> </ul>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<ul style="list-style-type: none"> <li>- Emotional check-in on Seesaw states that 1st graders are excited to see their peers during recess and unstructured time. Some express that they like the academic instruction part of the day</li> <li>- Observational/interview data suggests that students are excited to be back in school and are verbally expressing their joy in school.</li> <li>- Reductions in suspension rates compared to previous year</li> <li>- Parents have leadership roles at school (SSC) and have expressed interest in volunteering.</li> </ul>	<ul style="list-style-type: none"> <li>- Students have expressed how much they enjoy the Art classes with Ms. Leslie</li> <li>- Increase in restorative discipline practices</li> <li>- School leadership has been in constant communication with our parent leaders to develop and improve the school's learning conditions</li> </ul>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> <li>- K-2 grade teachers are receiveing coaching</li> <li>- ILT is working collectivelty towards the school vision.</li> </ul>	<ul style="list-style-type: none"> <li>- We were able to hire an Early Literacy Coach early in the year (Oct 2021)</li> <li>- ILT has a seasoned group of goal oriented professionals to lead the mission and vision of the school.</li> </ul>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p><u>IREADY MID YEAR DATA</u></p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> <li>- 73% of student below grade level in grades 3-5.</li> </ul> <p><u>- FALL 2021 DIAGNOSTIC</u></p> <p>Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	<ul style="list-style-type: none"> <li>-While there is some access to grade level texts/tasks, we don't consistently provide language supports for students to successfully engage in them.</li> <li>-Lack of cohesive PD plan between that distric and the school.</li> <li>-Intevention began at the 2nd half of the year</li> <li>-No Tier 2/3 interventions systematically in place to address math.</li> </ul>

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>- Mathematics SBAC scores for students with Disabilities and Latino/a students</p> <p>-98% of our students with disabilities are below grade in ELA (iReady)</p> <p>-99% of our ELL are below grade level in iReady Math</p>	<p>- Inconsistent implementation with fidelity of Adelante/Advance curriculum and need for more student access and scaffolding for grade-level complex text.</p> <p>- Unable to launch the Beginning stages of PD Cycle implementation where we integrate classroom ""data"" and stay focused on one topic for 5-6 sessions.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Chronic absence rate is nearly 3 times the rate of the previous school year and almost 4 times than two years ago.</p>	<p>-Less schoolwide reinforcement of student attendance implemented</p> <p>-Less implementation of SART meetings and COST referrals/interventions for students with significant attendance problems</p> <p>-Increased parent education on the importance of student attendance at school and how it impacts student learning</p> <p>- Need time for a CSM to increase family engagement through workshops, volunteering, and informing.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Support and guidance is needed in consistent and effective small group implementation</p>	<p>- Insufficient training in how to hold effective small groups.</p>

**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 caregiver who might not provide the same level of attention need to progress academically. The language barrier, lack of tech saviness, inability to support at home, and assimilation to a new culture are all factors continue to hinder our students to progress academically.

#### **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.

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Global Family Elementary School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

It has been difficult to implement our SPSA this year due to unexpected circumstances. We struggled to fill positions and the lack of substitute coverage pulled our resources in other directions. Our newcomer teacher provided small group support for newcomer students. Our TSA's worked tirelessly on implementing systems to strengthen our alignment.

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

In order to improve our school connectedness we created committees to increase agency in developing a school culture that is culturally relevant and inclusive. Committees gathered to plan cultural events throughout the school year allowing students the opportunity to feel connected and learn about other cultures. We worked closely with our parent leaders through establishing a strong SSC where ideas and procedures were discussed to improve the school. Parent leaders coordinated with community-based organizations to provide services and collaborate with the school to increase family volunteers. Leadership partnered with family leaders to collaborate in a family-led space to encourage discussion on ways to improve school functioning.

In order to provide equitable access to standards-based instruction, it was highly encouraged to teaching staff to utilize the adopted ELA curriculum (Adelante/Advance). Leadership created space for teachers to collaborate weekly and coordinate instruction to best support students. Targetted interventions were provided to students referred to COST and who were flagged based on mid-year assessment data. Instructional expectations were expressed at the beginning of the year and reinforced as the year went along.

In order to develop language and literacy across the curriculum we focused heavily on iReady assessments to inform our instruction. Professional learning cycles were developed by ILT members with the hope of delivering PD throughout the year. We hired an Early Literacy Coach to support the implementation of foundational skills and provide teachers with coaching to address students who need supports across the tiers.

In order to cultivate conditions for adult professional learning they were provided planning time. Protocols were established for PLCs to analyze data and think critically about the implementation of the curricula. ILT members held leadership roles during their PLCs to ensure and facilitate that tasks were completed. In the area of conditions for English Language Learners, professional learning was provided in the area of language acquisition to reinforce instructional practices in the classroom. Leadership strongly encouraged the formation of small group intervention to accelerate academic growth.

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

Due to all the mitigating factors this year, many of the goals that we tried to accomplish were not fully implemented and we plan to dive deeper into our 21-22 SPSA goals and leverage the personnel that we have on site to impact academic results. This year we will continue to invest in STIP Subs to provide Tier 2 supports that will help fill the gap in learning loss due to the pandemic. We also plan to begin intervention from the beginning of the school year by analyzing end of year data and connecting with families to create common language around their student needs. Family engagement will be a top priority as evidenced in the organization of Town Hall meetings, Cafecito, increasing family volunteers, and providing targeted communication. Professional development will be led by ILT to instill ownership in the process of adult learning. Targetted student groups will be closely monitored and data conferences for these children will provide us with areas to strengthen the instruction to close the achievement gap.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	ELL Reclassification	Provided coaching and build capacity in teacher. Provided intervention servcies to at risk students. FAcilitate collaboration groups to progress monitor success fo backwards planning.	Working: Teachers and student feel suported. Students are received extra support through small group intervention.  Not working: Not enough time to suport all students	Improved time management and scheudle to release the TSA to hold small intrevention groups. I will continueto fund the position, but not out of Title 1. This postion is essential in runnign the school effectively.
CSM	Student Connectedness to School	Provdiies direct services to students in the form of postive behavior interventions and supports.	Working: Suspension rates decreased, culture and climate improved, CSM coordinated various direct servcies to students.  Not working: Attendance rates remained stagnant despite all effort made by the CSM.	I will continue to support student and families to stregthen the partnership between home and school.
STIP	ELL Reclassification	Provided small group literacy intervention to newcomers, at risk students, and struggling readers.	Working: Teachers are able to a collaborate, participate in peer observations, and coaching opprotunities. Able to provide support in literacy to studetns needing tier 2 supports.  Not working: Teachers were asked to cover classroom when teachers were out.	We will continue to have our STIP sub provide academic and SEL support to students. We will continue to have our STIP support our staff professional learning through PD, PLCs, coaching and peer observations.
Extended Contracts for Teachers	ELL Reclassification	Teachers provided Tier 2 intervetion to students afterschool who are struggling	Working: Teachers are providing supports to a large group of student multiple years below grade level. Teachers are providng parent with ESL class to increase language nad litercay at home.	We will continue to provide stipends for teachers to contune providing interventions for students and coordinate family workshops to increase family engagement

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Global Family Elementary School

**School ID:** 114

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** 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 daily attendance and chronic absence data.

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

**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	<p>Leadership will share with parents the importance of coming to school through a series of workshops.</p> <p>Leadership will share with teachers a list of their students with chronic absenteeism.</p> <p>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.</p>	Schedule 3 attendance workshops for families.	Chronic absence rate is nearly 3 times the rate of the previous school year and almost 4 times than two years ago.	



1-2	If after Tier 1 Support are in place, teachers will use the coordination of services team (COST) referral system for additional supports.	<p>The leadership team will lift family engagement in Student Study Team meetings</p> <p>COST team will coordinate mental health services provided mental health interns and community partners</p>	Teachers will refer to COST 10-20% of students in their classroom if they indicate an academic, behavioral, health, or attendance need.	<p>- Mathematics SBAC scores for students with Disabilities and Latino/a students</p> <p>-98% of our students with disabilities are below grade in ELA (iReady)</p> <p>-99% of our ELL are below grade level in iReady Math</p>	
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.	<p>Leadership team will create communication system for all families beyond robocall (e.g., monthly newsletter).</p> <p>Leadership with updated website for Global family to maintain basic school information.</p> <p>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.</p> <p>Leadership will provide minimum days for the first week of school (Tk-5) and two additional weeks for TK and K.</p>	Teacher/Leadership communication through parent square.	<p>IREADY MID YEAR DATA</p> <p>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</p> <p>- K: 84% not on grade level, 69% not on grade level for phonological awareness</p> <p>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</p> <p>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</p> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <p>-K: 91% of students are not at grade level</p> <p>-1st-4th 100% of the students not at grade level</p> <p>-5th 97% of the student not on grade level</p>	

<p>1-4</p>	<p>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 .</p> <p>Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.</p>	<p>Global Family will fund a full time Community School Program Manager to support with the culture and climate at Global.</p> <p>Leadership will provide teachers with lesson plans, examples, and a schedule to teacher school wide expectations.</p>	<p>SEL lesson time will be scheduled in master calendar and daily agenda.</p>	<p>Chronic absence rate is nearly 3 times the rate of the previous school year and almost 4 times than two years ago.</p>	
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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 with provide a schedule for teachers to visit the library.	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	
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1-6	At least one Global teacher will provide parent ESL instruction weekly to 15 - 30 family members via Zoom and/or in person.	<p>Leadership will allocate funding for teacher extended contract.</p> <p>Leadership will coordinate parent enrollment and teacher support.</p>	Families will participate in the ESL classes (attendance).	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> <li>- 73% of student below grade level in grades 3-5.</li> <li>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</li> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	
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.	Master calendar will identify important dates with culturally relevant events	Chronic absence rate is nearly 3 times the rate of the previous school year and almost 4 times than two years ago.	

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	<p>Leadership will identify criteria for achievement recognition</p> <p>Leadership will form a literacy team that reviews goals and maintains data walls</p> <p>Leadership will Calendar Family Reading Open House</p> <p>Apply for and allocate resources for a Literacy Night once a year for parent, student, and community participation</p>	Data will be shared at various family meetings and after every marking period.	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> <li>- 73% of student below grade level in grades 3-5.</li> <li>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</li> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	
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<b>District Strategy:</b> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>	
<b>School Priority:</b>	Common Core State standards in Math, Science NGSS, writing and reading
<b>School Theory of Change:</b>	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 teacher formative assessemnts. (Math Cycle)
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	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.	Increase of unit assessments will be dicussed in data conferences	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	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.	walk through of classrooms	<ul style="list-style-type: none"> <li>- Mathematics SBAC scores for students with Disabilities and Latino/a students</li> <li>-98% of our students with disabilities are below grade in ELA (iReady)</li> <li>-99% of our ELL are below grade level in iReady Math</li> </ul>	Tier 2

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.	CLO is posted and visible in the agenda.	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
2-4	Teachers will deliver 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	<p>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.</p> <p>TSA will model and support the expectations of small group support and provide tools for progress monitoring.</p>	Intervention schedule will be created and followed	<ul style="list-style-type: none"> <li>- Mathematics SBAC scores for students with Disabilities and Latino/a students</li> <li>-98% of our students with disabilities are below grade in ELA (iReady)</li> <li>-99% of our ELL are below grade level in iReady Math</li> </ul>	Tier 2

2-5	Teachers backwards plan using new curriculum and pacing guide.	Schools provide a schedule for regular planning time for each grade level	End of Unit assessments. i-Ready assessment data	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
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2-6	All Teachers attend foundational curriculum training.	Schools schedule and advise all teachers of the summer professional development opportunities	Teacher attendance	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
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2-7	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.  Math teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level.	PLC schedules. Students increased participation (percentage) per assessment.	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> <li>- 73% of student below grade level in grades 3-5.</li> <li>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</li> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
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**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority:</b>	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.
<b>School Theory of Change:</b>	<p>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)</p> <p>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)</p>

<b>Related Goal(s):</b>		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	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.	CLO posted and visible in the Agenda	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> <li>- 73% of student below grade level in grades 3-5.</li> <li>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</li> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1

3-2	<p>Teachers will collaborate to implement vocabulary instruction routines and pre/post assessments for each content area.</p>	<p>Leadership will ensure teachers attend district training and get support to interpret iReady data.</p> <p>Instructional Leadership Team develop PL cycle for vocabulary instruction in Language Arts, Math and Science.</p>	Walkthroughs	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> <li>- 73% of student below grade level in grades 3-5.</li> <li>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</li> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
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3-3	<p>Teachers think critically about their foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, &amp; 3.</p>	<p>Provide coaching for K-2 teachers on foundational skills</p> <p>Create and deliver PD cycle on Early Literacy.</p>		<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li>   <li>- 73% of student below grade level in grades 3-5.</li>   <li>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</li> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
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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.	Schedule Learning walk in the Master Calender	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 2
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3-5	<p>Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.</p>	<p>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.</p> <p>TSA will model and support the expectations of small group support and provide tools for progress monitoring.</p>	<p>Data and small group schedule will be shared with leadership.</p>	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> <li>- 73% of student below grade level in grades 3-5.</li> <li>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</li> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the student not on grade level</li> </ul>	Tier 2
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3-7	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.	budget for books will be available and Partner with CBO to provide our students with accesst to books ( Eastbay Children Book Project , Oakland Ed Fund Tutors, Reading Partners).	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
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<b>District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>	
<b>School Priority:</b>	All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.
<b>School Theory of Change:</b>	If we provide all grade level teams with collaborative planning time then students will receive accelerated literacy instruction at their level.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
<b>Students to be served by these actions:</b>	<i>All Students</i>



#	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.	Note catcher will be shared with Leadership	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1

4-2	<p>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.</p>	<p>PD Cycle on Student Talk will include a tuning protocol to elicit peer feedback on rubrics.</p>	<p>Schedule on the master calendar</p>	<p>IREADY MID YEAR DATA        - 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)        - K: 84% not on grade level, 69% not on grade level for phonological awareness        - 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for        - 2nd: 90% not on grade level, 31% not on grade level for phonological awareness         - 73% of student below grade level in grades 3-5.         - FALL 2021 DIAGNOSTIC Math 98% of our student below grade level        -K: 91% of students are not at grade level        -1st-4th 100% of the students not at grade level        -5th 97% of the studnet not on grade level</p>	Tier 1
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4-3	<p>Teachers will analyze Phonics/PA/HFW data with grade level teams and identify instructional next steps.</p>	<p>TSA will provide protocols for data analysis.</p> <p>ILT will plan PL cycle to think critically about their implementation of our adopted foundational skills program in Benchmark.</p>	<p>Leadership will hold data conferences</p>	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> <li>- 73% of student below grade level in grades 3-5.</li> <li>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</li> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
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4-4	Teachers will collaboratively analyze student work and create an action plan.	<p>Leadership and Instructional Leadership Team members will provide support during professional learning community and make sure an action plan is created.</p> <p>Leadership will help create the condition for professional learning community to focus on student outcome with an agenda and identifying norms for the meeting.</p> <p>Create or identify a protocol to analyze student work.</p> <p>Leadership will review a article on PLC, solidifying PLC expectations</p>	PLC notecatcher will be shared with leadership	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
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<b>CONDITIONS FOR BLACK STUDENTS (<a href="#">instructions &amp; resources</a>)</b>	
<b>School Priority:</b>	All Black students will feel welcomed and engaged to be active learners at Global Family
<b>School Theory of Change:</b>	If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase in i-Ready Standards Mastery and Diagnostic Proficiency
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	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 evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Reduce disproportionality in academic and behavioral domains (e.g., attendance or iReady reading/math)	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1

5-2	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Recruit Parents of black students in leadership roles	Increase enrollment for Black students	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 3
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))**

<b>School Priority:</b>	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)
<b>School Theory of Change:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	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	Instrcutional schedule will include ELD	<p>IREADY MID YEAR DATA</p> <ul style="list-style-type: none"> <li>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</li> <li>- K: 84% not on grade level, 69% not on grade level for phonological awareness</li> <li>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</li> <li>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</li> </ul> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <ul style="list-style-type: none"> <li>-K: 91% of students are not at grade level</li> <li>-1st-4th 100% of the students not at grade level</li> <li>-5th 97% of the studnet not on grade level</li> </ul>	Tier 1
6-2	Teachers will provide differentiated small group reading instruction.	Leadership will support teachers in creating establsihing small groups.	Walkthroughs	Support and guidance is needed in consistent and effective small group implementation	Tier 2

6-3	Teachers use language acquisition skills to engage ELL	TSA will provide a PD cycle on Language acquisition to the staff highlighting skills		<p>- Mathematics SBAC scores for students with Disabilities and Latino/a students</p> <p>-98% of our students with disabilities are below grade in ELA (iReady)</p> <p>-99% of our ELL are below grade level in iReady Math</p>	Tier 1
6-4	Teachers progress monitor students and administer formative assessments	Leadership will provide time in the assessment calendar to administer formative assessments	Leadership have data talk to address the gains	<p>IREADY MID YEAR DATA</p> <p>- 89% of our students in grades K-2 are 1 or more years below grade level in reading (iReady)</p> <p>- K: 84% not on grade level, 69% not on grade level for phonological awareness</p> <p>- 1st: 93% not on grade level, 82% not on grade level for phonological awareness, 95% not on grade level for</p> <p>- 2nd: 90% not on grade level, 31% not on grade level for phonological awareness</p> <p>- 73% of student below grade level in grades 3-5.</p> <p>- FALL 2021 DIAGNOSTIC Math 98% of our student below grade level</p> <p>-K: 91% of students are not at grade level</p> <p>-1st-4th 100% of the students not at grade level</p> <p>-5th 97% of the student not on grade level</p>	Tier 2



PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$41,266	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	8378	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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	114-1
10-Month Teacher on Special Assignment (TSA)	\$8,253	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8378	10-Month Classroom TSA	0.20	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	114-2
12-Month Teacher on Special Assignment (TSA)	\$140,431	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	1400	Classroom TSA 12 Months	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	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	114-3
Bilingual Attendance Specialist	\$36,607	LCFF Supplemental	2205	Classified Support Salaries	3883	Attendance Specialist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	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.	114-4
Books	\$2,307	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	114-5
Community School Manager	\$34,296	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	2434	Program Mgr Community School	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	The leadership team will lift family engagement in Student Study Team meetings  COST team will coordinate mental health services provided mental health interns and community partners	114-6

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Conferences	\$5,000	LCFF Supplemental	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	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.	114-7
Contracts - Art, Music, etc	\$5,050	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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	114-8
Copier Maintenance	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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	114-9
Extended Contract	\$20,855	Early Literacy Support Block (ELSB) Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	ELL Reclassification	At least one Global teacher will provide parent ESL instruction weekly to 15 - 30 family members via Zoom and/or in person.	114-10
Extended Contracts - ESL Class	\$3,250	Comprehensive Support & Improvement (CSI) Grant	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	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.	114-11
Extended Contracts - Intervention	\$2,752	Comprehensive Support & Improvement (CSI) Grant	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-12

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Extended Contracts for ESL Classes	\$4,050	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	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
Extended Contracts ILT	\$12,030	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	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.	114-14
Extended Contracts for Intervention	\$5,427	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	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.	114-15
Library Technician	\$12,299	LCFF Supplemental	2205	Classified Support Salaries		Library Technician	0.15	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	114-16
Library Technician	\$69,693	Measure G: Library	2205	Classified Support Salaries	7723	Library Technician	0.85	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers will monitor their students attendance and stress the importance of coming to school everyday	114-17
Licensing Agreements	\$5,075	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers backwards plan using new curriculum and pacing guide	114-18

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Mam Tutor (ASP)	\$31,372	Early Literacy Support Block (ELSB) Grant	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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.	114-19
Noon Supervisor	\$17,448	LCFF Supplemental	2905	Other Classified Salaries	1727	Noon Supervisor	0.63	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	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	114-20
Noon Supervisor	\$20,354	LCFF Supplemental	2905	Other Classified Salaries		Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	All Teachers attend foundational curriculum training	114-21
Prep/Enrichment Teacher	\$7,552	LCFF Supplemental	1105	Certificated Teachers' Salaries	2916	Teacher Education Enhancement	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will use grade level complex text and unit assessment data to drive instruction	114-22
Substitutes	\$8,000	Early Literacy Support Block (ELSB) Grant	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	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.	114-23
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,732	Early Literacy Support Block (ELSB) Grant	1105	Certificated Teachers' Salaries	8350	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	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.	114-24

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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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	\$14,998	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	3896	STIP Teacher	0.25	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	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.	114-25
Substitute Teacher Incentive Plan (STIP) Teacher	\$44,994	LCFF Supplemental	1105	Certificated Teachers' Salaries	3896	STIP Teacher	0.75	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will monitor their students attendance and stress the importance of coming to school everyday	114-26
Substitute Teacher Incentive Plan (STIP) Teacher	\$45,805	LCFF Supplemental	1105	Certificated Teachers' Salaries	4296	STIP Teacher	0.60	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide students with access to the library where they will be able to check out books.	114-27
Substitute Teacher Incentive Plan (STIP) Teacher	\$81,615	Title I: Basic	1105	Certificated Teachers' Salaries	8279	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide students with access to the library where they will be able to check out books.	114-28
Substitute Teacher Incentive Plan (STIP) Teacher	\$30,537	Title I: Basic	1105	Certificated Teachers' Salaries	4296	STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	114-29
Supplies	\$20,800	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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	114-30

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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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Supplies	\$17,701	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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	114-31
Supplies	\$12,744	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	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.	114-32
Teacher	\$82,054	LCFF Supplemental	1105	Certificated Teachers' Salaries	1827	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-33
Teacher Sub	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	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	114-34
Workshops	\$2,887	Early Literacy Support Block (ELSB) Grant	5825	Consultants		n/a			i-Ready Reading at or above Mid-Grade	At least one Global teacher will provide parent ESL instruction weekly to 15 - 30 family members via Zoom and/or in person.	114-35



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Global Family Elementary School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

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

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

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

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

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

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

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

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

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

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

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

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

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



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

#### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement:

- Global holds parent workshops at least 2-3 times a year to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access (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 brought up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meetings.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

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

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

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

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

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

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

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

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

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

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

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

**Adoption**

This policy was adopted by Global Family Elementary School School Site Council on September 14, 2021 and will be in effect for the period of August 9th, 2021 through May 25th, 2022.

**The school will distribute this policy to all parents on or before October 1st, of the current school year.**

Juan Vaca  
**Name of Principal**

Juan Vaca  
**Signature of Principal**

August 31, 2021

**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.
- Oportunidades de clases para aprender Inglés para familias

### **OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores**

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

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

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

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

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

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

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

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

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

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

- Llamadas y mensajes de textos automáticos en su idioma
- Enviar calendarios sobre eventos mensuales

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias.
- Reuniones de padres líderes con el gerente comunitario y se provee TRADUCCIÓN para familias (Cafecitos).

### **OUSD Family Engagement Standard 3: Programa de voluntariado para padres**

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

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

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

### **OUSD Family Engagement Standard 4: Aprendizaje en el hogar**

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

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

- Global Family organiza talleres para padres al menos 2-3 veces al año, algunos niveles de grado mensualmente, para apoyar a los padres aprendiendo estrategias y materiales en el hogar para apoyar el aprendizaje.
- Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (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 ofrecido por Global Family.
- La involucración de los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

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

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

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

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

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

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

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

- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.

- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

### **OUSD Family Engagement Standard 6: Colaboración comunitaria y recursos**

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

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

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

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

### **Adopción**

Esta política fue adoptada por el Consejo del Plantel Escolar de la Escuela Primaria Global Family el 14 de Septiembre del 2021 y estará en vigencia durante el período del 9 de agosto de 2021 al 25 de mayo de 2022.

**La escuela distribuirá esta política a todos los padres antes del 1 de Octubre del 2021.**

Juan Vaca

Juan Vaca

**Nombre del director**

**Firma del director**

Augusto 31, 2021

**Fecha**

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



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

## **School-Parent-Student Compact**

### **Global Family Elementary**

**2021-22**

*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 2021-22 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 such as Town Halls and Cafecitos.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
  - a) Global Family has "Cafecitos" for families and community school manager to meet at a regular time to give parents an opportunity to discuss volunteer options.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
  - a) Global holds parent workshops at least 2-3 times a year to support parents learning at-home strategies and materials to support learning.
  - b) Teachers send home materials for parents to use such as online portal access (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 schoolwide robocalls and text notifications in their home languages.
- b) Sending home monthly calendars with events.
- c) Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and hold monthly “Cafecitos” for parent-leader meetings.
- d) Parent leader meetings and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.

**Teacher Responsibilities**

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

**Parent Responsibilities**

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

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

**Student Responsibilities**

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

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

This Compact was adopted by Global Family Elementary School on August 31st, 2021, and will be in effect for the period of August 9th, 2021 to May 25th, 2022.

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 October 1st, 2021.

Juan Vaca

**Signature of Principal**

August 31, 2021

**Date**

## **Pacto Escuela-Padres-Estudiente Global Family 2021-22**

*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 2021-22.*

### **Responsabilidades de la escuela**

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

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

- Definir la diferenciación y la intervención suplementaria para la alfabetización temprana y las habilidades lingüísticas.
  - Incorporación de investigaciones prácticas de ciencias todas las semanas para los estudiantes.
- 2. Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y conferencias sobre datos de toda la escuela, entre las familias y los maestros, talleres de nivel de grado y juntas mensuales entre familias y líderes de la escuela.
- 3. Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**
- Los padres y las familias participan en conferencias para revisar las boletas de calificaciones de Primaria.
- 4. Proporcionar a los padres un acceso razonable al personal.**
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado.
  - Reuniones de padres líderes con la administración incluyendo Cafecito.
- 5. Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**
- Global Family organiza “Cafecitos” en los cuales el gerente comunitario de la escuela y las familias asistentes se reúnen regularmente. Con ello se da una oportunidad a los padres para discutir las diferentes opciones de voluntariado.
- 6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
- Global Family organiza talleres para padres al menos 2-3 veces al año para apoyar a los padres aprendiendo estrategias y materiales para poder apoyar a sus hijos en su aprendizaje en la casa.
  - Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (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 y mensajes automáticos al hogar con el lenguaje apropiado.
  - Enviando a casa calendarios mensuales con evento
  - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela, entre familias y maestros, talleres de nivel de grado y juntas de “Cafecito” para reuniones entre familias y líderes escolares.
  - Reuniones de padres-líderes y reuniones de SSC con la administración, en las que hay TRADUCCIÓN para familias de habla hispana.

#### **Responsabilidades del maestro**

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

#### **Responsabilidades de los padres**

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

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

## **Responsabilidades del estudiante**

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

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

Este Pacto fue adoptado por la Escuela Primaria Global Family el 31 de agosto de 2021 y estará vigente durante el período del 9 de agosto de 2021 al 25 de mayo de 2022.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participen en el programa Título I, Parte A, el 1 de octubre de 2021 o antes.

Juan Vaca

**Firma del director**

Agosto 31, 2021

**Fecha**



Strategic Resource Planning (SRP)

**GLOBAL ELEMENTARY SCHOOL**

**School Site Council Membership Roster**

**2021-2022**

**SSC - Officers**

Chairperson:	Veronica 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	Term (1st or 2nd year term?)
Juan Vaca	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Mario Montesino	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Dolores Beleche	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Carol Carey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Francisco Luis-Llaguno	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Ingrid Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Susana Moreno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Carmen Carrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Liliana Camacho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Veronica Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Tuesday of the Month at 3:15PM
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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