

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

June 27, 2018

Legislative File ID No: 18-1298
Introduction Date: 6/27/18
Enactment No.: 18-1104
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Global Family Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Global Elementary School.



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

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Global Family School
CDS Code: 1612590115584
Principal: Dante Ruiz
Date of this revision: 4/20/2018

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

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Global Family School

Site Number: 114

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/15/18

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

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

Signatures:

<u>Dante Ruiz</u> Dante Ruiz, School Principal	<u>Dante Ruiz</u> Signature	<u>Dante Ruiz</u> Signature	<u>5/15/18</u> Date
<u>Liliana C. Camacho</u> Print name of SSC Chairperson	<u>Liliana C. Camacho</u> Signature	<u>Liliana C. Camacho</u> Signature	<u>5/15/18</u> Date
<u>Sara Stone</u> Sara Stone, Network Superintendent	<u>Sara Stone</u> Signature	<u>5/15/18</u> Signature	<u>5/15/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>Marla Williams</u> Signature	<u>5-31-18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Global Family School**Site Number:** 114

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/22/2017	Faculty Meeting	Reviewed enrollment projections for 2018-19. Shared rationale for possible scenarios when one-pager is available. Teachers and staff began the prioritization of funding by program and FTE positions
1/30/2017	SSC meeting	Review and make plans for 2018-19 SPSA programs and funding. Shared priorities
2/15/2018	Faculty Meeting	Staff Review funding for SPSA by program and position
2/20/2018	SSC meeting	Review and make plans for 2018-19 SPSA programs; Title I funding and expenditures
3/6/2018	SCC meeting	Review and vote for Title I expenditures
5/15/2018	SCC meeting	Final review and vote approval

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$76,475.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$311,055.38	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$518,049.07	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$104,937.04	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,580.84	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$107,517.88	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Global Family School

School ID: 114

School Description

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

School Mission and Vision

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

Family & Student Engagement

The Parent Culture and Climate Survey results consistently show parent satisfaction by parents. The SPF Total Index score for Global Family was 6.00 in 2016-2017 school year. We have a great relationship with our parents and students. Our Community School Manager has been at Global Family for almost 2 years implementing and collaborating with the COST team to provide staff with a systemic approach to obtain student information. With a strong referral system, we are able to provide accurate resources to student and teachers. Students are monitored and provided with wrap around services to close the educational gaps the student might experience. Some students are referred out to community based organizations for comprehensive, long term support. We have a quick turn around referral process and provide translation for families needing a MAM interpreter. We have limited the total amount of SST's by strengthening our Tier 1 interventions.

Attendance at Global is 96.3%. According to the our SPF we made minimal gains in the 2016-2017 school. This year we intentionally acknowledging students and parents with positive attendance. We have partnered with Oakland Natives Give Back to provide extrinsic motivation (\$500 raffle) for students who come to school every day. Six of our students have been selected as winners. We have met with families and students who are at risk of being considered chronically absent. We have held 2 community SART meetings where we educated parents on the importance of attending school every day and the risk of missing school. Attendance assemblies have been held to continue the efforts to instill a positive correlation with school and home. We continue to struggle with the attendance of African American Students and Students with Special needs. Our Attendance Clerk has been instrumental in making sure we recognizing our "perfect attendance" students and collaborating with the community school manager to follow up with students in danger of being chronically absent.

Parent Engagement: Parent attendance has increased at monthly meetings and workshops held at the school every month. Workshops are being differentiated by grade level to insure the information is specific to their child. Various topics are being addressed at the workshops. We have provided parents with a PBIS, K2C, Attendance, Orientation, and reclassification workshops. We have more parent volunteers cleared by the district. Parents are engaging in school events such as the Afterschool Program, the Alameda County Food Pantry, and overall supervision/safety of the school. We have a good parent turnout at Back-to-School Night, Family Literacy Night, Science Night, and school assemblies. School parent volunteers has increased from 1 to 4.

-The Global Family COST team is fully operational and it has met its goals of meeting with parents for all Student Success Team meetings for the fall of 2016.

-Parent Education classes are scheduled at least once a month for parent/student support and information.

-There is visible support for individual classrooms by parents during field trips and events. This type of support is welcome and important but it is specifically related to parents supporting their child's classroom needs.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>2018-2019 will be the start of the fourth year of Balanced Literacy at Global Family. All classrooms have complete classroom libraries. Teachers continue to calibrate their use of the DRA/EDL assessment tool.</p> <p>- All classrooms have dedicated 60 - 90 minute instructional blocks for ELA or SLA. Spanish teachers have begun using a Spanish language arts curriculum in grades K-5. Teachers are developing strategies for creating a language arts bridge from Spanish to English.</p> <p>-The 2017-2018, third grade cohort entered an average of 30 points ahead of the previous cohort on SRI/SBAC.</p>	<p>Language and literacy remain a priority at Global Family because SRI and SBAC scores show 60 - 70% of children remain multiple years below grade level.</p> <p>-Foundational skills for early grades needs to be explicitly taught as part of tier 1 instruction.</p> <p>-Nearly 85% of our students are language learners. This is 2 to 3 times the county average. All teachers need to be trained in GLAD strategies.</p> <p>-Small group instruction that differentiates for our newcomer population remains a priority in all core subjects.</p>	<p>-Tier 1 instruction has to improve so that students accelerate learning at least 1.5 years each year.</p> <p>-Teachers are just beginning to implement small group guided reading to differentiate literacy instruction. This school struggles to provide a tier-2 intervention for readers who are multiple years below grade level.</p> <p>-The 50/50 model needs to accommodate students requiring both SLD and ELD to develop their academic literacy skills.</p>

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>At Global Elementary, standards based instruction is an ongoing teaching/learning cycle that ensures all students learn and master academic standards and associated concepts and skills. In this continuous process of teaching/learning, student achievement is frequently measured through a variety of formats and assessment practices, and students are provided multiple opportunities to learn until they reach mastery. Regardless of content area, course, level, or revisions in standards, this teaching/learning cycle remains constant.</p> <p>-All students have access to developmentally appropriate complex text and use evidence-based writing & academic discussion to share their thinking in all content areas using technology and local resources as appropriate to develop critical analysis and academic language. Formative assessments are used to guide academic and language instruction.</p> <p>-Math teachers are beginning to deepen their knowledge of the Common Core State Standards and will begin with Numbers and Operations in Base Ten focusing on place value and on the mathematical practice standard of Modeling. However The 5th grade students showed consistent growth. The 5th grade improved the most with 6% growth in the "Met Standards" category.</p> <p>-This year Global teachers are piloting the new Science curriculum from FOSS that meet the Next Generation Science Standards requirements. This provides students with cross-cutting concepts in Science.</p>	<p>-OUSD uses the End of Unit Math assessments at this time. It is difficult to gauge student progress towards Common Core State Standards in mathematics over the course of the year. The current pacing and curriculum are not aligned to Common Core blueprints for the SBAC state assessment.</p> <p>-Global does not currently budget for intervention for students one or more years below grade level in mathematics. Math scores showed no improvement from 2016-17 for all students. However The 5th grade students showed consistent growth.</p> <p>-This year Global is teaching math in English at all grade levels. Parents have noticed their inability to support their child at home in English in the lower grades.</p>	<p>-This is the second year that Global teachers have worked in ongoing teaching/learning cycles. A dual language school with a 50/50 allocation demands a lot of collaboration from teachers and adherence to schedule. Teachers need time for planning in all content areas and this is not always possible. Teachers need to have successful cycles of inquiry with "actionable" data from formative assessments in order to change practice.</p> <p>-Science has been a strong place for teachers to introduce complex text and create opportunities for academic discussions that lead to good writing.</p> <p>-Math as a core subject has not been a priority area for Global for two years. In the last three years there has not been a CCSS adopted text-book in mathematics. The OUSD curriculum guide is not aligned to the SBAC blueprints. Aside from in-class teacher observation, the SBAC is the only current assessment that can be used to measure student achievement.</p>
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<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>Global Family will be in its third year of implementation of the Positive Behavior Intervention System program. Global teachers continued to be part of implementing a behavioral expectations matrix for the school.</p> <p>-This is the first year of developing and integrating the Community School Manager role at Global.</p> <p>-This year Global Elementary is part of the Oakland Promise K2C (Kinder to College) program that provides each kinder family a \$100 savings account for college. This K2C program is slated to continue for all incoming kinder students. Global Family continues to build relationship with local organization like Oakland Natives Give Back to motivate our students.</p> <p>-The Global COST team is in its second year. It meets regularly and has established a referral system where teachers and staff report student progress. The COST team has effectively reviewed approximately 80 student referrals this year. The team has been able to give families and students both academic support and mental health support.</p> <p>-We continue to strenghten our relationships with our parents by meeting their needs (i.e translations, referrals, academic support, behavioral support).</p> <p>-Global family will continue to provide monthly meetings addressing various topics and educating parents on how best support their child.</p>	<p>-This year, teachers and staff have a more consistent approach to behavioral expectations. However, disciplinary outcomes are applied unevenly. Social Emotional Learning theory is applied unevenly in all classrooms.</p> <p>-When the first tier instruction is not meeting the needs of students that are multiple years below grade level, teachers and leadership are challenged in meeting the academic needs of these students. Every year the lack of funds for after-school Intervention hamper any potential progress. This places a lot of pressure on the first tier instruction. Global family staff has not had a consistent approach or plan to address Tier 2 and 3 students needing extensive support due to limited resources.</p> <p>-PBIS needs to have a significant amount of time of PD at the beginning of the school year in order to establish a solid foundation at the beginning of the year.</p>	<p>-Global Family has had two full years of implementation of PBIS. This has resulted in more consistency with behavioral expectations and results.</p> <p>-This is the second year that the Community School Manager, the school psychologist, and the mental health interns have focused on addressing the immediate needs of students needing Tier 2 and 3 support. In prior years these cases overwhelmed the administration and front office.</p> <p>-The Culture/Climate Survey of students and staff is at SPF status level 6. The Culture/Climate Survey of Parents is at SPF status is 5.38. This indicates a high level of satisfaction by these stakeholders.</p>
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<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>Our Dual Language School's goal is to ensure all ELLs have full access to and engagement in the academic demands of CCSS, Next Gen Science Standards, and CA's 2012 English Language Development Standards and that we leverage the linguistic and cultural assets of our students and ensure that students are active contributors to their own learning and that of their community.</p> <p>-Global Family has about 370 language learners. This is about 80% of the total students enrolled.</p> <p>-Global Family school reclassification rates have shown improvement. In 2015-16 the reclassification rate was 8%. In 2016-17 the rate was 12.3%. Every year the total number of students reclassified has increased from 25 in 2015-16 to 40 in 2016-17. This year, 2017-18 we are on pace to improve past the 12.3% total rate.</p>	<p>Global is a one-way dual language school. Instruction should be accelerating students at 1.5 grades a year. Tier I instruction needs to explicitly target English Language Development in reading, writing, speaking, and listening.</p>	<p>Global Family shows improvement in reclassification rates over the last two years. However, there is an inconsistent approach to both integrated and designated ELD strategies. Teachers do use GLAD strategies in content areas. The school language allocation should take into account the mandated half-hour of integrated instruction.</p>
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Global Family School

School ID: 114

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	Increase the percent of students in all grades reading at or above grade level by 10% each successive year as measured both by SRI and DRA/ED. 100% of students will be able to use evidence from text to demonstrate understanding through oral or written tasks			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-84.1	-76.6	-69.1
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SBAC, EDL, DRA, SIPPS mastery tests to assess English phonics skills. Writing rubrics, student written work, and student science notebooks.				
Theory of Action for Language & Literacy Priority:	If teachers and staff continue on year four of implementation of Reader's' Workshop by including Writers Workshop, using Adelante (Advance) and Units of Study and Language Bridges, then Global can meet the goal of increasing the percent of students in all grades reading at or above grade level by 10% each successive year				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teachers will implement reading and writing workshop structure to offer standards-based lessons in whole group, small group and one-on-one. Teachers will implement guided reading and writing to differentiate instruction for students working below, approaching, and at benchmark.	Regular walk-throughs with members of the ILT to identify areas of strength and areas for growth. Structure opportunities to share and analyze observations. Develop and/or facilitate PDs and PLCs to support teachers to analyze DRA/EDL assessment data in order to plan instruction for Scope and Sequence for Adelante and Units of Study. Targeted one-on-one coaching cycles with Spanish and English models facilitated by ILT members. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning. Use STIP subs to provide coverage for the above activities.		50% of students will improve the yearly ELPAC scores in Reading and Writing components of the assessment by February of 2019. SBAC achievement for ELA will improve by 10% in all achievement categories for each successive year. 100% of students are able to use evidence from the text to demonstrate understanding and support their ideas about the text through oral or written tasks. (OETF 3C.2 and CCSS R.1)	

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

1-8	Celebrate school-wide literacy through public facing data walls, yearly Family Reading Open House, and awards links to progress and achievement in SRI, SBAC, DRA/EDL	Identify criteria for achievement recognition. Form a literacy team that reviews goals and maintains data walls. Apply for and allocate resources for a Literacy Night once a year for parent, student, and community participation	The Family Reading Open House will be attended by 200-300 people. All students will receive an award for achievement and/or progress. Data walls will be visible with supporting information in English and Spanish.
1-9	Teachers and STIP teachers will identify low performing students and support pull-out or after-school Tier II academic intervention for Mam speaking students, Newcomers, African-American students, and Non-Spanish speaking students for Spanish Language Arts and/or English Language Arts, as needed.	Teachers will use District assessments to identify students that need academic support. They will work with the COST team to provide Tier 2 intervention when needed.	Students identified as needing academic support will show no losses in achievement.

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Common Core State standards in Math, Science NGSS, writing and reading	The multi year goal is to improve Math, ELA and Science SBAC proficiency in Standards Exceeded category by 5% each year; to improve the Standards Met category by 10% each year and to reduce the Standards Not Met by 10% each year. In Science the multi year goal is to improve the Standards Met and above categories by 10% each year and to reduce the Standards Not Met by 10%			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-95.9	-85.9	-75.9
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	End of unit assessments, Science FOSS curriculum unit assessments, writing assessments.				
Theory of Action for Standards-Based Instruction Priority:	If teachers have a focus on student tasks that meet Common Core State Standards in all content areas students will improve in SBAC proficiency. As a result students will improve math SBAC proficiency in Standards Exceeded category by 5% each year; to improve the Standards Met category by 10% each year and to reduce the Standards Not Met by 10% each year.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Teachers design and implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		Regular formal and informal walkthroughs by the leadership team will document observations on tasks and alignment to rigorous academic standards.	

2-2	Teachers will follow OUSD District curriculum guides and link lessons to Common Core Content Standards and Practices in math.	Develop a Global math scope and sequence guide. Provide Planning time for teachers and Math teacher leader. Provide planning time for Math PD cycle at least twice a year	Improved implementation of common core standards by observation. Planned Math professional development.
2-3	Teachers will focus on strategies in modeling with Numbers in Base Ten with Place Value content.	Develop a Common Core content strand focus for all grades 2017-18 (Numbers in Base Ten - place value and Modeling from the Math Practices) Provide planning time for Math Teacher Leader to develop the focus	Teachers show a deeper understanding of these strands: (Numbers in Base Ten - place value and Modeling from the Math Practices).
2-4	Teachers will use the three reads strategy on word problems or number talks at least twice a week and have students develop math specific language as an integral part of instruction. Relate all student academic discourse to the three modes of communication from ELD standards (Productive/Interpretive/Collaborative). Teachers will use multiple methods to solve traditional algorithms.	The Math teacher leader to develop items and schedule with grade level teachers. Link the items to SBAC blueprints and the OUSD curriculum guide. Provide Math Teacher Leader and teachers planning time to develop items.	Students will improve in comprehension during Performance tasks as observed by student use of multiple methods and analysis of PT practice
2-5	Teachers use data-informed cycles of inquiry with multiple forms of assessment, to implement school-wide and grade-level continuous improvement plans.	Grade level teams will collect data and principal will monitor results and use of student data. Provide time for teachers in grades k-5 to score and analyze assessment	Teachers will collect data on students for reading, math, and science and writing in all content areas
2-6	Increase differentiated small group instruction at least two times a week in all content areas	Provide teachers professional development on the benefit of Tier 1 intervention instruction in the classroom. Provide professional development on Science crosscutting ideas, mathematical concepts and multiple methods for teachers. Principal and Math lead will plan professional development for two cycles during the year and PLC's Designate sub funds for lesson study.	Improved Tier I instruction by leadership team observation.

2-7	Students are engaged in writing in all content areas in the three text types (i.e., narrative, informational, and opinion)	Grade level teams will develop rigorous writing tasks related to content area	Teachers will collect data on student writing samples
2-8	Teachers will identify Low Performing Students with support from COST team	The Instructional Facilitator with COST will create Pull-Out session during the day and After-school Intervention classes for different content areas as needed.	Intervention teacher will report student progress to the Instructional Facilitator every 6 weeks.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture & Climate	The multi-year goal is to increase attendance by 2% and to decrease chronic absence by 5%.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	All Students	96.3%	96.8%	97.3%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Children's Healthy Kids survey. PBIS Tiered Fidelity Inventory, attendance data,				
Theory of Action for Conditions for Student & Adult Learning Priority:	<p>If teachers and staff continue to focus on Socio Emotional Learning and with consistent 5 to 1 positive pre-referral interventions Global Family can reduce level 2 incidents by 10%.</p> <p>If the Community School Manager works with the COST team, staff and teachers to implement the Tier I, II, and III support plan then Global can increase daily attendance and decrease chronic absence by 5% each year.</p>				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Teachers will Increase student engagement in Positive Behavior and Socio Emotional Learning practices	The PBIS Team will provide PD 4x a year (the first one in Septmeber 2018) The CSM will conduct a tier fidelity screening 2X a year with the support of the PBIS Coach. The Principal and the Community Program Manager will review suspension and referral data monthly Provide Positive Behavior Intervention PD 3x a year		Students will have a 80% fidelity with Global CARES and Staff will ahve 90%	

3-2	Teachers will work with the COST team and mental health interns to provide mental health support for students when needed	The COST team will provide teachers with a PD regarding the expectation. The mental health interns will meet with the COST team and provide counseling services (Tier 2) Provide mental health counseling Provide 2 mental health interns	80% of the students will have a follow up to their initial SST
3-3	Teachers will document student data and parent information for appropriate SST referrals	Provide professional service to support COST team referrals and scheduling . Streamline the SST process. Provide two days of Psych. Service. Provide a Program Manager to support the school psychologist and Instructional facilitator with COST to build RTI for a tier II and tier III intervention system.	90% of the COST referrals will be complete with accurate information
3-4	Teachers and staff will reduce discipline referrals during recess time.	Provide teachers with Playworks PD 2X a year. Organize with the PE Coach and Playworks staff to follow the behavior matrix. Provide professional service to support teachers during recess time with organized PE activities. Implement the Health and Wellness Grant. Hire a recess/PE assistant to support the .5 PE teacher	90% of the incident on the yard will be handled by staff. 100% of the referrals on the yard will have pre referral interventions. Reduce level 2 incidents by 10%
3-5	Improve Parent/Family engagement at each grade level to support student literacy goals and improve attendance	Provide parents with monthly meeting, workshops, and opportunities to volunteer. Provide parents with grade level meetings to address specific issues. Increase parent teacher communication Provide parents with access to the CPM and school site council agenda	10% a increase in parent meeting attendance and gain 2 more parent volunteers
3-6	Improve attendance reporting and average daily attendance with a focus on Kinder attendance	Continue to develop the Attendance team. The Community School Program Manager and the attendance clerk will meet weekly to discuss students at risk of chronic absenteeism. Organize community meeting for kinder parents to discuss attendance. Acknowledge students with perfect attendance on a monthly basis. .	Kindergarten Attendance will improve by 2%
3-7	Teachers will implement an equitable discipline policy to reduce suspensions	Provide teachers with a flowchart distinguishing minor and major actions	95% of teachers will use pre referral intervention

3-8	Target students for After-school Program for students	Collaborate with the after school coordinator at the beginning the school year. Provide COST with a specific number of spots for possible referrals.	Roster for targetted students from COST referral
3-9	Kindergarten teachers will Initiate the Oakland Promise program for Kindergarten families	The Community School Program Manager will provide parents with workshops focused on "a college going culture" to provide parents with the tools a capacities for early academic success. A STIP sub will use a prep period instill college through art activities and projects. The CPM will also collaborate with teachers to promote a college going culture.	50% of Kinder parents will attend K2C workshops. 2 parents will attend K2C meetings with the CPM
3-10	Focus on TK - Kinder student transition. Focus on 5th grade transition to middle school	The COST team will fill out transition forms for at risk students. The CPM and the Office manager will have 2 orientation dates to introduce and welcome parents to Global Family	Transition forms will be produced and 5th grade orientation dates set on the school calendar
3-11	Teachers will improve Parent/Family engagement and support homeless and foster youth	The Community School Program Manager will support teachers and the COST team in identifying "at risk students". The CPM will provide parents with information on how to obtain mental health resources	The COST team notes will designate "At Risk Students". The notes will be reviewed bi-weekly
3-12	The COST team and teachers identify GATE students and recommend differentiated instruction	The principal will work with teachers at grade levels to review student data and set goals for differentiated instruction Teachers will work with Grade level partners and a Stip Sub to provide differentiated instruction for GATE students in Science and Mathematics	Weekly schedule for a STIP sub to provide instruction
3-13	Teachers will support pull-out or after-school Tier II academic intervention for English Only students and African-American students for English Language Arts, Spanish Language Arts, Math and Spanish Language Development if needed.	Teachers will use District assessments to identify students that need academic support. They will work with the COST team to provide Tier 11 intervention when needed the COST team will hold bi weekly meetings to review teacher student referrals	Roster for targetted students from COST referral

3-14	Teachers will support pull-out or after-school Tier II academic intervention for students from Military households for English Language Arts, Spanish Language Arts, Math and Spanish Language Development if needed.	The Community School Program Manager PM will support teachers in identifying at risk students during COST meetings The Program Manager will initiate and hold parent meetings as needed to provide them with the tools and capacities in building the resources for early academic success.	Roster for targetted students from COST referral
3-15	Teachers will provide academic and SEL support for students with behavior plans, 504's and students with disabilities by providing appropriate and differentiated instruction in classrooms.	The COST team, Principal, and Speech therapists will provide professional development 3x a year for teachers on Tier I, II, and III strategies for differentiation. Teachers will monitor achievement based on individual needs of those students designated for support.	COST team will review teacher referrals for SST log. Behavior plans and 504 plans will be reviewed 2x a year.
3-16	Provide monthly teacher and school communication for parents	The Community Program Manager will create a Global Family facebook page to increase parent communication and inform parents of importnat information	Parents will use the Global facebook page to get important information
3-17	Support and monitor independent reading at home and school	Teachers will use Scholastic Books for student purchase of indepedent reading books TK - 5th grade. Purchase Book Trust contract (\$7500) with Scholastic to provide free independent reading books for all Global students on a monthly basis	Student will place monthly orders through their classroom teachers
3-18	Promote the Wellness committee and the Positive Behavior committee to parents and community members	The CPM will mention the PBIS meetings and Wellness meetings at the monthly Cafecitos	There will be one parent representative in the PBIS committee and the Wellness committee
3-19	Engage parents in afterschool, and special event participation. Communicate with OUSD parent engagement team	The CPM will organize parents and invite them to volunteer throughout the school year	Parents will be available to support during school events
3-20	Teacher and staff will encourage students and parents to use the library	Schedule school library for after-school use for students and parents. Hire and schedule Library Aide with Measure G funds	A library aide will be hired to provide students with access to the library
3-21	Develop the SSC leadership capacity.	The CPM will encourage parents to atteend SSC meeting and District level meeeitng to get a solid understanding on how SSC works. The CPM will encourage parents to be apart of SSC.	Attendance at the SSC will increase by 10%

3-22	Teachers will maintain quality records and data for appropriate referrals for SST meetings	COST meetings scheduled 2x a month. Begin SST process in October The Community School Manager, Instructional Facilitator, School Psychologist and the general education teacher will form the core of the school members that meet with parents if needed for an SST	95% of Referrals will be complete and accurate
3-23	Provide bus transportation for educational field trips	Allocate bus resources adequately between grade levels Support SSC in deciding criteria for Bus allocation for grade levels	Teachers will schedule various field trips throughout the year

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Dual Language and ELL Development	ELLs have full access to and engagement in the academic demands of the new Common Core, Next Generation Science, and CA English Language Development Standards. The dual language allocation model of 50% Spanish and 50% English (50/50) will strengthen instruction and lead to an increase in reclassification to 15% from 12.3%. A secondary goal is to improve students reading at grade level by 10% as measured by SRI.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	12.0%	15.0%	18.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	ELPAC, EDL/DRA, Writing assessments				
Theory of Action for English Language Learners Priority:	The focus for designated ELD and SLD will be in FOSS and the science bridge. If Global teachers and leadership focus on a few designated and integrated ELD and SLD strategies in all content areas then students will increase in ability to comprehend, listen, articulate and speak in English and Spanish. If Global Family leadership provides teacher PD on "speaking to writing" using the hands-on investigations as shared experiences, so that all students are immersed in producing language in Spanish and English.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Teachers will follow a 50-50 model (following language allocation) for dual language and provide dedicated English Language Arts and or Spanish Language Arts in the respective blocks, including 150 minutes a week of ELD instruction for all students.	The ILT will continue to use teacher feedback to refine the dual language schedule to meet the goals of the 50/50 language allocation.		Teachers will post and follow designated daily schedules according to agreed upon school-wide schedule and allocation.	

4-2	Teachers will deliver Integrated and Designated ELD and SLD using the common core language standards. Teachers will use best practices for English Language Learners. Teachers will use language bridges to support and reinforce language learning.	PD and PLCs will be developed and implemented to support planning for ELD, SLD, and language bridges.	Teachers will bring student work based on ELD and SLD units to share and analyze during PLCs.
4-3	Teachers will implement academic tier one intervention in the classroom. Teachers will collaborate and monitor student progress in English and Spanish. They will identify students whose first language is English and provide data for intervention.	Monthly walkthroughs to monitor the language instruction and collect student data for analysis. Instructional Facilitator will provide pull-out instruction in Spanish Language development to those students in K-3 that are not progressing in Spanish. The Instructional Facilitator will work with stip-subs to support a push-in or pull-out model.	Teachers will use information from ELD/SLD data to plan and revise instruction.
4-4	Teachers will develop language goals for content areas, starting with FOSS science units, for each grade level in both languages. Teachers will develop lessons using explicit content language objectives for each lesson.	PDs, PLCs, and one-on-coaching and classroom visits will provide training, feedback and support for using content language objectives for create units and lessons.	Content language objectives will be posted. Students will use the targeted language.

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number:

114 School: Global Family School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with Afterschool provider	Culture & Climate	A1.6 After School Programs	5825				114-1
\$19,999.68	General Purpose Discretionary	Teacher Subs to provided teacher collaboration time	Common Core State standards in Math, Science NGSS, writing and reading	A2.5 Teacher Professional Development for CCSS & NGSS	1150				114-2
\$4,329.59	General Purpose Discretionary	Noon supervisor	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV007 7	0.17	114-3
\$14,475.00	General Purpose Discretionary	Books other than textbooks	Literacy	A2.3 Standards-Aligned Learning Materials	4200				114-4
\$30,670.74	General Purpose Discretionary	Supplies	Common Core State standards in Math, Science NGSS, writing and reading	A2.1 Implementation of the CCSS & NGSS	4310				114-5
\$2,000.00	General Purpose Discretionary	Meeting Refreshments	Culture & Climate	A6.2 Family Engagement Professional Learning for Administrators/Teachers/Staff	4311				114-6
\$5,000.00	General Purpose Discretionary	Equipment Maintenance	Common Core State standards in Math, Science NGSS, writing and reading	A2.9 Targeted School Improvement Support	5610				114-7
\$20,709.50	LCFF Concentration	Supplies to support academic priorities	Common Core State standards in Math, Science NGSS, writing and reading	A2.1 Implementation of the CCSS & NGSS	4310				114-8
\$4,290.50	LCFF Concentration	Recess Coach	Culture & Climate	A5.2 Health and Wellness (Mental & Physical Health)	2205	SCHOOL ENRICHMENT RECESS COACH	SCENRC0005	0.07	114-9

\$14,984.28	LCFF Supplemental	Teacher extra duty pay to compensate teachers for collaboration time and professional development to promote academic acceleration.	Common Core State standards in Math, Science NGSS, writing and reading	A2.10 Extended Time for Teachers	1122					114-10
\$83.47	LCFF Supplemental	Supplies to support academic priorities	Common Core State standards in Math, Science NGSS, writing and reading	A2.1 Implementation of the CCSS & NGSS	4310					114-11
\$26,123.00	LCFF Supplemental	Surplus intended for ITL	Common Core State standards in Math, Science NGSS, writing and reading	A3.4 Teacher Professional Development focused on Literacy	4399					114-12
\$48,604.00	LCFF Supplemental	School Psychologist	Culture & Climate	A5.2 Health and Wellness (Mental & Physical Health)	5734					114-13
\$18,000.00	LCFF Supplemental	Mental Health Interns SEL - LCAP	Culture & Climate	A5.2 Health and Wellness (Mental & Physical Health)	5739					114-14
\$7,581.82	LCFF Supplemental	Prep teacher to release teachers for collaboration and professional development.	Common Core State standards in Math, Science NGSS, writing and reading	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0139	0.10		114-15
\$25,096.46	LCFF Supplemental	Recess Coach	Culture & Climate	A5.2 Health and Wellness (Mental & Physical Health)	2205	SCHOOL ENRICHMENT RECESS COACH	SCENRC0005	0.43		114-16
\$38,347.52	LCFF Supplemental	STIP Sub for Targeted Small Groups	Common Core State standards in Math, Science NGSS, writing and reading	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0678	1.00		114-17
\$41,600.21	LCFF Supplemental	Instructional Facilitator	Dual Language and ELL Development	A4.2 Dual Language Programs	1119	TCHR IF 11 MONTH - 12 PAY	TC11IF0109	0.35		114-18
\$45,286.41	LCFF Supplemental	STIP Sub for Targeted Small Groups	Common Core State standards in Math, Science NGSS, writing and reading	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0364	1.00		114-19
\$45,348.21	LCFF Supplemental	STIP Sub for Targeted Small Groups	Common Core State standards in Math, Science NGSS, writing and reading	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0750	1.00		114-20

\$17,679.52	Title I: Basic	Supplemental Instructional Technology	Common Core State standards in Math, Science NGSS, writing and reading	A2.1 Implementation of the CCSS & NGSS	4420				114-21
\$5,000.00	Title I: Basic	Field trip buses	Dual Language and ELL Development	A4.1 English Learner Reclassification	5826				114-22
\$5,000.00	Title I: Basic	Field trip admissions	Dual Language and ELL Development	A4.1 English Learner Reclassification	5829				114-23
\$77,257.52	Title I: Basic	Instructional Facilitator	Dual Language and ELL Development	A4.1 English Learner Reclassification	1119	TCHR IF 11 MONTH - 12 PAY	TC11IF0109	0.65	114-24
\$1,000.00	Title I: Parent Participation	Books Other Than Textbook	Literacy	A6.1 Parent/Guardian Leadership Development	4200				114-25
\$1,000.00	Title I: Parent Participation	Supplies	Literacy	A6.1 Parent/Guardian Leadership Development	4310				114-26
\$580.84	Title I: Parent Participation	Refreshments	Culture & Climate	A6.1 Parent/Guardian Leadership Development	4311				114-27



Title I School Parental Involvement Policy 2017-18

(Blue fonts indicate an area that needs to be completed)

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

Involvement of Parents in the Title I Program

Global Family Elementary _____ agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

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

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

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

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

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



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

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

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

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

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

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

School-Parent Compact

(Name of school) Global Family Elementary :

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



Building Parent Capacity for Involvement

(Name of school) Global Family Elementary :

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

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

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

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



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

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

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

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

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

All materials is distributed in English and Spanish.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)



Adoption

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

This policy was adopted by the (Name of School) Global Family School Site Council on (Date) 11/14/17 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Global Family's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Dante Ruiz
(Principal's Signature)

11/14/17
(Date)



Título I Política Escolar para la Participación de los Padres 2017-18

(Las letras en azul indican las áreas que necesitan ser completadas)

Todas las escuelas Título I desarrollarán una política de participación por escrito con la colaboración de los padres y será distribuida a todos los padres del Programa Título I. Esta política incluirá una descripción de los medios para cumplir con los siguientes requisitos de participación.

Participación de Padres en el Programa Título I

Global Family Elementary está de acuerdo con la implementación de los siguientes requisitos legales:

(Nombre de la escuela)

- Convocará a una reunión anual de Título I para realizar lo siguiente:
 1. Informar a los padres de la participación de su escuela en el Programa Título I.
 2. Explicar los requisitos del Programa Título I.
 3. Explicar a los padres de su derecho a participar de una manera organizada, continua, y oportuna en la planeación, revisión y mejoramiento del Programa Título I.
 4. El derecho de los padres a participar en el desarrollo del Plan Título I del Distrito.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Se les informa a los padres en las juntas del concilio escolar SSC y a través de anuncios.

- Ofrecer un número flexible de reuniones para padres.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

A través de juntas mensuales en la biblioteca después de escuela. Otras juntas informativas tienen lugar en las mañanas y después de escuela.

- Involucrar a los padres de estudiantes del Programa Título I de una manera organizada, continua y oportuna en la planificación, revisión y mejoramiento de los programas del Título I y de la Política para la Participación de los Padres Título I.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Lo mismo sucede mensualmente durante las juntas del SSC. Se convocan y se realizan todas las juntas informativas necesarias.



- Proporcionar a los padres información oportuna acerca de los programas del Título I.
(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Se les informa a los padres a través de boletines, carteles y llamadas a casa.

- Proporcionar a los padres de estudiantes Título I una explicación del plan de estudios, las evaluaciones, y los niveles de competencia que se esperan de los estudiantes.
(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Este sucede mensualmente en las juntas donde se revisan datos sobre la escritura, lectura y matemáticas. Los resultados del CELDT se revisan anualmente durante una junta especial en la mañana y en la tarde para los todos los padres.

- Proporcionar a los padres de estudiantes Título I, si se solicita, oportunidades para participar regularmente en reuniones a fin de tomar decisiones relacionadas a la educación de sus hijos.
(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Tenemos junta el segundo martes de cada mes.

Acuerdo entre Padres y Escuela

(Nombre de la escuela) Global Family Elementary :

ha desarrollado de manera conjunta y distribuido a los padres de estudiantes del Título I un acuerdo entre Padres y Escuela que describe cómo los padres, el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico. También describe cómo la escuela y los padres colaborarán para ayudar a los niños a ser competitivos en los contenidos de los estándares de California. Como recordatorio, por favor conserve toda la documentación del Acuerdo entre Padres y Escuela de cada estudiante para fines de auditoría.



Desarrollar la Capacidad de Participación de los Padres

(Nombre de la escuela) Global Family Elementary :

Involucra a los padres en interacciones significativas con la escuela. Apoya la colaboración entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a lograr estas metas y desarrollar la participación de los padres, realiza lo siguiente:

- Ayudar a los padres Título I a comprender el contenido de los estándares académicos, las evaluaciones y cómo vigilar y mejorar el rendimiento de sus hijos.
 1. El contenido académico de los estándares del estado de California
 2. Los estándares de rendimiento académico estudiantil del estado de California
 3. Las evaluaciones académicas del estado de California y del Distrito Escolar Unificado de Oakland, incluyendo las evaluaciones alternativas
 4. Los niveles de competencia académica que se esperan de los estudiantes
 5. Cómo vigilar el progreso de su estudiante

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Se les informa a los padres información del SPSA a través de la juntas del SSC. Los padres son informados sobre los estándares y exámenes del distrito durante las conferencias de padres y maestros dos veces al año. El progreso en las materias de lectura y matemáticas se debaten dos veces al año en las juntas del SSC. Los resultados del CELDT se revisan en una junta de reclasificación.

- Proporcionar materiales y capacitación que ayude a los padres del Programa Título I a trabajar con sus hijos a fin de mejorar su rendimiento académico.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Nuestra escuela provee a los padres clases de computadoras para adultos sobre la seguridad del internet.

- Educar al personal, con la ayuda de los padres del Título I, acerca del valor de las contribuciones de los padres y cómo trabajar con los padres y ser socios equitativos.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

El personal es orientado al principio del año durante las juntas del personal sobre el valor de la contribución de los padres.



- Coordinar e integrar las actividades de participación de los padres en los programas del Título I con otras actividades que alientan y apoyan a los padres a participar más plenamente en la educación de sus hijos.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Tenemos traducción disponible en nuestra escuela. Apoyo de alfabetización está disponible en cada junta de padres. Las juntas del SELLS son anunciadas en las juntas del SSC. La información del plan de sitio para el rendimiento académico también se anuncian. Se les invita a todos los padres anualmente a la feria de ciencias, noche de literatura y nuestra casa abierta.

- Distribuir a los padres del programa Título I, de manera oportuna, la información de los programas relacionados con la escuela y programas, reuniones y otras actividades para padres, en una forma y lenguaje que los padres puedan entender.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Esto se hace mediante anuncios en los boletines, folletos a cartas que se mandan a casa a través de llamadas a todo los padres. Toda la información para los padres es en inglés y español.

- Proporcionar ayuda, en reuniones regulares, para las actividades solicitadas por los padres del Programa Título I.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Tenemos traducción disponible en nuestra escuela. Un apoyo de alfabetización está disponible en cada junta de padres.

Accesibilidad

- Proporcionar oportunidades para que todos los padres de Título I participen, incluso los padres que tienen conocimientos limitados de inglés, padres con discapacidades y padres de estudiantes migrantes. Esto incluye proporcionar información y reportes escolares de una manera y en un idioma que los padres comprendan.

(En el siguiente cuadro, describa brevemente o con viñetas cómo se realiza esto en su escuela)

Todo el material que se distribuye es en inglés y español.



Adopción

- Esta Política Escolar para la Participación de los Padres ha sido desarrollada y acordada de manera conjunta con los padres de los niños que participan en los Programas del Título I Parte A, tal como se manifiesta

Esta política fue adoptada por el Concilio Escolar de (Nombre de la escuela) Global Family en (Fecha) 11/14/17 y estará en efecto para el año escolar 2017-18. La escuela distribuirá esta Política a todos los padres con hijos que participan en el programa Título I, Parte A. Estará disponible a la comunidad local. La notificación para padres de (Nombre de la escuela) Global Family de esta política será de manera comprensible, en un formato uniforme, y en la medida de lo posible, en un idioma en que los padres puedan comprender.

[Handwritten Signature]

(Firma del Director/a)

11/14/17

(Fecha)

Global Family

Elementary School Compact

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



2017-2018

School Site Council Membership Roster – Elementary

School Name: Global Family Elementary

Chairperson : Lilitana Camacho
Vice Chairperson: Luis Ceja
Secretary: Juan Vaca

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Lilitana Camacho				X
Marleny Flores				X
Gabriela Becerra				X
Jose Ceja				X
Alejandra Mendez				X
Dante Ruiz	X			
Juan Vaca			X	
Rebeca Cazorla Luna		X		
Salvador Campos Cruz		X		
Emmanuel Lopez		X		

Meeting Schedule (day/month/time)	Sept 12, 2017/ Oct. 10, 2017/ Nov. 14, 2017/ Dec. 12, 2017/ Jan 9, 2018/ Feb. 13, 2018/ March 13, 2018/ April 10, 2018/ May 8, 2018
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SSC Legal Requirements: (Ed. Code 52852)

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

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