

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Global Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Global Family School
CDS Code: 1612590115584
Principal: Dante Ruiz
Date of this revision: 6/5/2017

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: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Global Family School

Site Number: 114

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|--|---|---|
| <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: 5/9/17

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

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

Signatures:

Dante Ruiz

School Principal

Dante Ruiz

Signature

5/9/17

Date

Liliana del Carmen Camacho

Print name of SSC Chairperson

Liliana C. Camacho

Signature

5/9/17

Date

Sara Stone

Network Superintendent

Sara Stone MHT

Signature

5/12/17

Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Marcus Silvi

Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/1/2016	ILT	Review SPSA priorities for 16-17, progress towards goals, and potential revisions for 17-18, based on SPF and other data (Nov/Dec tasks). Begin developing strategies and key practices to achieve SPSA goals.
12/13/2016	SSC	<ul style="list-style-type: none">Review of the 2016-17 School Performance Framework to confirm the priorities and rationale for the 2017-18 Single Plan for Student Achievement priorities•
1/24/2017	SCC	SSC work session on the Family Engagement Priority for the 2017-2018 school year.
2/13/2017	Faculty meeting	Teacher Work Session on aligning teacher practices to school goals for 2017-18
2/16/2017	Instructional Leadership Team	Budget prioritization review and input session
2/25/2017	Instructional Leadership Team	ILT work/input session reviewed the Annual Plan and school priorities
3/14/2017	SSC	Review of the SPSA priorities and related expenses. SSC membership voted for Title I allocation for 2017-18

2017-2018 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	\$73,190.75	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$263,435.06	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$458,254.65	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$76,831.76	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,572.99	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$79,404.75	\$0.00

PART A: ABOUT THE SCHOOL

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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Increase the percent of students in all grades reading at or above grade level by 10% each successive year

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	17.48%	21.48%	25.48%

Other Leading Indicators for Literacy:

SRI, DRA/EDL, EL Reclassification scores in Reading, Writing, Speaking and Listening

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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2017-18 will be the start of the third year of Balanced Literacy. In the first year Global teachers piloted the DRA/EDL reading assessments and started Reader's Workshop with classroom libraries. In 2016 Teachers refined their collection of student reading data using DRA/EDL and began grouping students for reading instruction. Student's improved in ELA SBAC assessments for 2015- 2016. Fifth grade students improved by 20% in the category of Standards Met. For the first time in four years there is a beginning alignment in reading priority for all grades including the After-School Program. Global Family Spanish teachers are in the beginning of stages of piloting an all-Spanish curriculum in reading.	Reading remains a priority at Global Family because too many students continue to score two years or more below grade level. SRI scores at the beginning of each year continue to show more than 70 or 80% multiple years below grade level. The 2016 score showed 86% in that category. The Reader's Workshop model needs to be adapted to a dual language school. Currently students are assessed in English for both SRI and SBAC (third through fifth grade). Both assessments are conducted using laptops.
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ROOT CAUSE ANALYSIS

2016 is only the second year of Balanced Literacy. Implementation of a new reading assessment in English and Spanish has focused teachers attention on explicitly teaching reading and methodically progressing students at each grade level.

Global Family currently has an English Language learner population of 85%. 80% of all students speak mainly Spanish at home. Of the total population Global Family has a MAM (Guatemalan) sub-population that ranges from 20%-25%. This sub-population speaks very limited Spanish and no English. MAM parents can not help their children with reading at home in the lower grades, in English or Spanish. Upon entering Kinder through 3rd grade many of these students do not have sufficient skills to decode in either language. There is also a small percentage of students that enter between 1st and 3rd grade with an interrupted history of schooling. Global struggles as a school to provide a tier-2 intervention for readers that are multiple years below grade level.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

The multi year goal is to 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.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	13.94%	15.97%	18.00%

Other Leading Indicators for Mathematics:

Math Tasks, End Of Unit assessments K-5

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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SBAC math scores showed improvement from 2014-15. In 2015-16 there was a 3 percentage point growth as measured by the SPF for all students in SBAC math scores. The 5th grade improved the most with 6% growth in the "Met Standards" category.	<p>OUSD uses the End of Unit assessments at this time. It is difficult to gauge student progress towards CCSS in mathematics over the course of the year. The current pacing and curriculum are not aligned to CC blueprints for the SBAC state assessment. Global does not currently budget for intervention for students 1 or more years below grade level in mathematics.</p> <p>Due to staffing of bilingual teachers and non-bilingual teachers, Global has historically taught math in English from K-3rd and then switched to Spanish from 4th-5th grades. Parents have noticed their inability to support their child at home in English in the lower grades.</p>
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ROOT CAUSE ANALYSIS

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.

The Global 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.

CULTURE & CLIMATE PRIORITY: Culture & Climate

SCHOOL GOAL for Culture & Climate:

The multi-year goal is to increase attendance by 2% and to decrease chronic absence by 5%.

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	7.14%	6.64%	6.14%

Other Leading Indicators for Culture & Climate:

Suspension rate, Culture and Climate Student Survey

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
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Global Family is in its second year of implementation of the Positive Behavior Intervention System program. Global teachers were part of implementing a behavioral expectations matrix for the school. This is the first year of developing and integrating the Community School Manager role at Global. This year Global Elementary is part of the Oakland Promise K2C (Kinder to College) program that provides each 2016-17 kinder family a \$100 savings account for college. This K2C program is slated to continue for all incoming kinder students.	Teachers and staff have an inconsistent approach to behavioral expectations. Social Emotional Learning theory is applied unevenly in all classrooms. The first tier instruction is not meeting the needs of students that are multiple years below grade level or students that are struggling socially or emotionally. Global family staff has not had a consistent approach or plan to address Tier 2 and 3 students needing extensive support.
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ROOT CAUSE ANALYSIS
Global Family has only really had one full year of implementation of PBIS. This is also the first 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.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

In partnership with parents, community organizations and students, Global Family will work to build a engaging, safe and caring community. The multiyear goal is to raise the level of parent participation by 10% in the California Healthy Kids Survey.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent Participation Rate	All Students	60.10%	65.10%	70.10%

Other Leading Indicators for Family Engagement:

Daily Attendance, School Site Council parent participation, CHKS Survey, Percentage of parent volunteers. increase in the 'agree" response by 6% and decrease the disagree response (by 6%) to 5% in response to the Childrens Healthy Kids Parent Survey question: "This school encourages me to participate in organized parent groups (councils, committees, parent organizations, etc.)". The goal is to increase parent participation.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
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<p>The parent Culture and Climate Survey results consistently show parent satisfaction by parents. The SPF Total Index score for Global Family was 5.38 for 2015-16 a growth of 10 percentage points from the previous years.</p> <p>In the Fall of 2016 a Community Program Manager was hired to support the school with family and student engagement. Global Family's SPF Attendance Status remains consistent at 3.5 Total Index Score. Chronic Absence rates for our lowest performing racial /ethnic group, Latinos, and for our English Language Learners remains low. However, The Chronic Absence rate for Students with Disabilities still remains high.</p> <p>Global Family has very good turnout from parents during Back-to-School Night, Family Literacy Night, Science Night and school assemblies. Global now has translation available for MAM speakers as well as Spanish language translation.</p> <p>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.</p> <p>Parent Educaiton classes are scheduled at least once a month for parent/student support and information.</p>	<p>Increasing Daily Attendance at Global remains a challenge. The 2015-16 improvement on the SPF was only .3 percentage points.</p> <p>This is only the second year that Global has had an attendance clerk but within that time there have been three clerks or the position remains unfilled. This places a burden on remaining staff to maintain school operations.</p> <p>Increasing the number of working parents and immigrant parents as volunteers is a challenge. Some immigrant parents to not have the resident status to fulfull the OUSD vounteer criteria. School Site Council has increased its parent numbers from 5 parents to only 7 in two years.</p>
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ROOT CAUSE ANALYSIS

Until recently, Global Family did not have a dedicated staff member to support families. Tracking and reviewing data on parent engagement, student attendance, SST data, and making home visits was limited. This is the first year of a full-time Community Program Manager to help support parents.

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 childs classroom needs.

a clearer vision and plan needs to be implemented for Parent engagement especially as it relates to the community.

ADDITIONAL PRIORITY: Dual Language Development

SCHOOL GOAL for Dual Language Development:

The dual language model of 50% Spanish and 50% English (50/50) will undergo a language re-allocation to strengthen the model and to support an increase in reclassification on the School Performance Framework to 15% from 8%. A secondary goal is to improve students reading at grade level by 10% as measured by SRI.

SCHOOL TARGETS for Dual Language Development:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	8.00%	11.00%	14.00%

Other Leading Indicators for Dual Language Development:

SRI, Report Card scores, DRA/EDL scores. CELDT scores.

NEEDS ASSESSMENT for Dual Language Development:

STRENGTHS	CHALLENGES
Global Family teachers have a strong Spanish language component that supports the Dual Language program. This program is supported by four visiting teachers from Spain and Mexico and an instructional facilitator. The level of academic Spanish is very high. The K-3rd grade teachers teach Science and Math in English and Language Arts in Spanish (SLA). This changes in 4-5th grades where Math and Science instruction conducted in Spanish and ELA is in English. Global students that remain for 5 years begin to show higher percentage of achievement by 5th grade. Reclassified English Proficient students remain the highest achieving group at Global Family. Global also has a consistent science curriculum (FOSS) that is used by teachers with consistent fidelity. The science curriculum allows for students to produce science talking, writing and thinking throughout the lessons. This is an advantage for ELL students in that they can use academic vocabulary in a high interest core subject.	English Language Development for both Systematic ELD and Dedicated ELD remains a challenge. A high percentage of students remain multiple years below grade level in reading in English through 5th grade. The reclassification rate fluctuates between 8% and 10%. This is still below or at the average for dual language schools in Oakland.

ROOT CAUSE ANALYSIS

Global Family's 50/50 one-way dual language program faces scheduling problems in language allocation with respect to ELD. Due to core subjects of Science and Math being taught in English and Language Arts in Spanish in the lower grades it does not allow for enough time to schedule English Language Development in the English portion of the day. An easy solution would be to switch Science to Spanish side of the day for instruction. However, the science curriculum is only in English and the translation to Spanish would be too time consuming. This has left the lower grades with not enough structured language instruction for English.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If teachers and staff continue on year three of implementation of Reader's' Workshop 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
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SCHOOL THEORY OF ACTION for Mathematics:	If math teachers have a single math Common Core content strand focus for 2017-18 (Numbers in Base Ten - place value and Modeling from the Math Practices) they can improve math instruction, increasing rigor. 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.
SCHOOL THEORY OF ACTION for Culture & Climate:	If teachers and staff continue on the third year of implementation of Positive Behavior Intervention Systems program along with a consistent development the role of the Community School Manager then Global can increase daily attendance and decrease chronic absence by 5% each year.
SCHOOL THEORY OF ACTION for Family Engagement:	If teachers and staff develop practices that encourage more parent participation in school events and parent organizations then not only would parent participation increase (as measured by sign-in sheets and by 10% (from 82% to 92%) as measured by the Culture and Climate Parent Survey in the School Performance Framework.) but Global would see an increase in the 'agree" response by 6% and decrease the disagree response (by 6%) to 5% in response to the Childrens Healthy Kids Parent Survey question: "This school encourages me to participate in organized parent groups (councils, committees, parent organizations, etc.)". The goal is to increase parent participation.
SCHOOL THEORY OF ACTION for Dual Language Development:	<p>If Global teachers and leadership focus on a few designated and integrated ELD strategies in all content areas then students will increase in ability to comprehend, listen, articulate and speak in English. The focus for designated ELD will be in the content area of science. If Global Family leadership provides teacher professional development on Science Notebooking and using the Reflective Assessment Protocol (RAP), and teachers use the RAP to look at evidence-based writing in Science Notebooks in PLCs at least twice per trimester, then students (low-income students, English learners, and foster youth) will improve at evidence-based writing as measured on the SBAC and the SIRA End-of-Module Assessments.</p> <p>If, after completing hands-on investigations, students engage in Shared Reading of grade-level complex text each week using the FOSS texts (big books in K-2 and Science Resources textbooks in 3-5) then students (low-income students, English learners, and foster youth) will improve their ability to comprehend grade-level complex texts as measured by the SBAC.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Literacy: Improve literacy using a balanced literacy approach.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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1-1	Teachers will use the reading workshop structure to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons.	Bi-monthly walk-throughs with Instructional TL to support teachers with goals, differentiation and independent reading during PLC and planning time.	Provide common prep time for teacher collaboration and PLC time on Wednesdays. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning. The Instructional Leadership Team, the ILT and Instructional Facilitator will lead PLC work. Hire three STIP subs to provide the appropriate schedule. Targeted one on one coaching cycles with teachers facilitated by the ILT. Analyze DRA/EDL assessment to guide student independent and group reading to inform Reader's Workshop on a rolling basis.
1-2	Teachers will use a computer assisted "Accelerated Reader" program to monitor student independent reading volume in grades 3 -5. Teachers monitor individual student reading levels toward specific student reading goals	The principal and the Instructional Leader Teacher will monitor and review the independent reading data with teachers during data conferences	Provide robust classroom libraries access to the Accelerated Reader program. Provide computer access for each classroom and the school library. The principal and the literacy TSA will conduct data conferences 3 x a year for grades 3-5
1-3	Teachers will establish and communicate individual student reading goals three times a year. Teachers will provide feedback to students and parents outlining the steps to achieve those goals.	Principal will set the guidelines for teachers to share data and share goals with students and parents	Form a literacy team that reviews goals and maintains data walls. Provide teachers with protocol for implementation of tool. Review 3x a year. CCTL will provide data analysis of SRI/DRA/EDL scores. The CELDT "snapshot will be used at parent conferences twice a year.
1-4	Continued implementation of a literacy program that includes: word study, Reader's and Writer's Workshop, reading mini-lessons, guided reading, close reading and writing	The Instructional Teacher Leader and Instructional Facilitator will provide feedback on guided reading, mini-lessons and use of libraries	Hire an Instructional Teacher Leader and the Instructional Facilitator to support the literacy program.
1-5	Teachers will use Writer's Workshop to teach the three text types, narrative, informative, and opinion writing and provide differentiated support through individual student conferences and small groups	Weekly walk-throughs with the literacy team to support teachers with writing goals, differentiation for the three text types during PLC and planning time.	Provide PLC time to plan a Scope and Sequence for writing units of study
1-6	Teachers will support students in selection of library books in order to read beyond the school day to reach individual student goals.	Maintain a schedule for classrooms to use the library	Use Measure G funds to hire a part-time librarian and purchase books

1-7	Teachers will identify students in need of reading intervention in ELA, and, select teachers will teach, small-group, extended day reading groups	The Instructional Facilitator will 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. Material training and support will be provided by TSA and CCTL.
1-8	Teachers will support and monitor independent reading at home	Provide opportunities for independent reading at home.	Purchase Book Trust contract (\$7500) with Scholastic to provide free independent reading books for all Global students
1-9	Celebrate literacy in classrooms and at School	Instructional Teacher Leader and ILT will select criteria for achievement recognition.	Sponsor a Literacy Night once a year for parent, student, and community participation
1-10	Teachers will follow a schedule to use the school library	School library aide will work with Literacy Instructional Teacher to plan and facilitate library use for school day use and after-school student and parent use	Fund a Library Aide position for the year using Measure G funds
1-11	Teachers will support pull-out or after-school Tier II academic intervention for African-American students and English Only students for 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	The ILT and grade level teams will hold monthly meetings to review teacher student referrals

Improvement Strategy #2:	Mathematics: Improve Common Core math Instruction. Improve math achievement through productive struggle, academic discourse, and use of performance tasks
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	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.
2-2	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
2-3	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).	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.

2-4	Teachers will review End-Of-Unit assessments and develop short multiple response assessment items by content standard	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
2-5	Increase differentiated small group math instruction at least two times a week	Provide math teachers professional development on the benefit of Tier 1 intervention instruction in the classroom.	Designate sub funds for lesson study.
2-6	Pilot classroom use of ST web based math program to improve math concept comprehension.	Establish a team of two to four teachers to implement pilot of ST Math use.	Purchase individual student licenses for two implementing teachers
2-7	Teachers will use multiple methods to solve traditional algorithms	Provide professional development on mathematical concepts and multiple methods for teachers.	Principal and Math lead will plan professional development for two cycles during the year and PLC's

Improvement Strategy #3:	School Culture & Climate: Teachers and school leadership will develop a behavior and academic intervention framework to improve school culture.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will Increase student engagement in Positive Behavior and Socio Emotional Learning practices	The Principal and the Community Program Manager will review suspension and referral data monthly	Provide Positive Behavior Intervention PD 3x a year
3-2	Teachers will work with the COST team and mental health interns to provide mental health support for students when needed	Provide mental health counseling	Provide 2 mental health interns
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.
3-4	Teachers and staff will reduce discipline referrals during recess time.	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
3-5	Improve Parent/Family engagement at each grade level to support student literacy goals and improve attendance.	Develop a Parent Engagement Team to provide parent informational nights and volunteer opportunities. Increase communication between teachers and parents.	Hire a full time Community School Program Manager to organize parents and to support School Site Council.

3-6	Improve attendance reporting and average daily attendance with a focus on Kinder attendance	Continue to develop Office Attendance team	Principal , Admin. Assistant , Community Program Manager and attendance clerk meet twice a month.
3-7	Teachers will implement an equitable discipline policy to reduce suspensions	Provide SEL PD by PBIS team	Principal or Community Program Manager holds PBIS meetings 2x a month
3-8	Target students for After-school Program for students	Meet with the directors of the After-School Program to identify space, schedule and curriculum needs	Fund BACR for the after-school program
3-9	Kindergarten teachers will Initiate the Oakland Promise program for Kindergarten families	ILT and Kinder teachers support the Oakland Promise program	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.
3-10	Focus on TK - Kinder student transition. Focus on 5th grade transition to middle school	The Program Manager will initiate a new focus on TK students to prepare them to transition to Kinder. Fifth grade students will be supported by the Program Manager and 5th grade teachers to support their transition to middle school.	The 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.
3-11	Teachers will improve Parent/Family engagement and support homeless and foster youth	The Program Manager will support teachers in identifying at risk students during COST meetings	The 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.
3-12	Teachers will identify GATE students and recommend differentiated instruction	the principal will work with teachers at grade levels to review student data and set goals for differentiated instruction	Teachers will work with Grade level partners and a Stip Sub to provide differentiated instruction for GATE students in Science and Mathematics
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 II intervention when needed	the COST team will hold weekly meetings to review teacher student referrals
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 Program Manager 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.

Improvement Strategy #4:	Dual Language Development: Improve our One-way Dual Language program
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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. This includes teacher created units and allows for teacher grade alike collaboration.	The Principal with the Instructional Facilitator will work with teachers to decide language allocation in each classroom. The instructional facilitator will work with teachers to review EDL data. Monthly walkthroughs to monitor the language instruction and collect student data for analysis.	Instructional schedule models will be provided. An Instructional Facilitator will be hired and will provide PD on Dual Langage practices. Stip subs will be used to provide grade level planning time.The principal and IF will work with the district ELLMA office to provide ELD materials and professional development on best practices for English Language Learners. Provide Planning time for teachers and Math teacher leader. Math
4-2	Teachers will deliver Integrated and Designated ELD. Integrated ELD will follow CCS Standards.. Teachers will use best practices for English Language Learners so that all students are immersed in producing language output.	Instructional Facilitator will work with the ELLMA office on implementing and scheduling a school wide ELD plan. The Instructional Facilitator will utilize a dual language protocol to monitor ELD instruction and provide support for teachers.	Instructional Facilitator will give ELD PD once a month. The Principal and Instructional Facilitator will work with the district ELLMA office to provide ELD materials and professional development on best practices for English Language Learners.
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.	The Principal and the Instructional Facilitator will review daily instruction schedules. The Principal with the Instructional Facilitator will work with teachers to decide language allocation in each classroom. The instructional facilitator will work with teachers to review EDL data. Monthly walkthroughs to monitor the language instruction and collect student data for analysis.	Instructional Facilitator will provide pull-out instruction in Spanish Language development to those students in K-3 that are not progressing in Spanish. The Instructional Facilitator will work with stip-subs to support a push-in model.
4-4	Teachers will develop language goals in reading and writing for units in all content areas for each grade level in both languages. Teachers will provide explicit content and language objectives for each lesson.	The Instructional Teacher Leader (ILT) and Instructional Facilitator will monitor and support the implementation of language goals, CELDT and reading goals. Teachers will report to ILT to document progress and to identify PD needs. ILT teacher content leaders will support the development of language objectives in content areas.	Stip subs will provide planning time for teachers throughout the year to support weekly Professional Learning Communities to ensure the implementation of Common Core State Standards based lessons Provide time for teachers in grades k-5 to score and analyze assessment

4-5	Students engage in academic discussions to make meaning of science investigations and to prepare them for writing conclusions in Science Notebooks.	Contact Science Department or Lead Science Teacher to schedule PD on academic discussions and science writing. Arrange for lesson study that focuses on the transition from talk to writing in science. Contact science department for assistance.	Designate sub funds for lesson study.
4-6	Teachers K-5 conduct Shared Reading of FOSS texts every week, after hands-on investigation. Students create revised conclusions using new evidence from the text.	Conduct Learning Walks to look for Shared Reading of grade-level complex texts and revised conclusions at least once per trimester. Contact Science Department for Science Learning Walk support.	Ensure all classrooms have FOSS reading materials (big books and readers from FOSS kit in grades K-2; textbooks in grades 3-5) and all 3 FOSS teacher guides for every teacher.
4-7	Teachers in grades 3-5 collaboratively score and analyze SIRA End-of-Module Assessments and enter scores into Illuminate in PLCs.	A teacher data team looks at Illuminate reports for SIRA each trimester to ensure all students participate. Have Lead Science Teacher lead a SIRA Coding Session.	Provide time for teachers in grades 3-5 to score and analyze assessments.
4-8	Teachers K-5 collaboratively plan for full 30 session SIRA units each trimester in PLCs.	Collect and review trimester science plans to ensure teachers plan for full SIRA units.	Ensure common planning time for grade levels in science.
4-9	Teachers will use ELD standards and identify the three modes of communication in mathematical and science discourse	Provide math and Science cycles of inquiry that support high engagement models for lessons in math and science	Provide time for teacher planning for academic discourse

Improvement Strategy #5:	Family Engagement
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	The Community School Manager will conduct monthly parent meetings	Continue to develop the Community School Manager role directly with family engagement	Hire a Community School Manager full time
5-2	Provide monthly teacher and school communication for parents	Monthly newsletter sent home in both English and Spanish	Provide teachers with planning time for grade level production of a monthly newsletter
5-3		Provide after-school and weekend opportunities for parent volunteers	The Community School Manager will facilitate parent volunteer opportunities
5-4	Support and monitor independent reading at home and school	Teachers will use Scholastic Books for student purchase of independent 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

5-5	Promote the Wellness committee and the Positive Behavior committee to parents and community members	Support Parent participation in the Wellness committee and the Positive Behavior Intervention System committee	The Wellness chair and the PBIS chair will schedule and invite parents to monthly meetings
5-6	Engage parents in afterschool, and special event participation. Communicate with OUSD parent engagement team	Develop a Parent Engagement Team to provide parent informational nights and volunteer opportunities. Increase communication between teachers and parents.	Hire a full time Community School Program Manger to organize parents and to support School Site Council.
5-7	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
5-8	Develop the SSC leadership capacity.	Send parent SSC members to a dual language or related parent leadership conference	Advocate the use of School Site Council Parent funds to send parents to a local conference
5-9	Teachers will maintain quality records and data for appropriate refferals 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
5-10	Provide bus transportation for educational field trips	Allocate bus resources adequately between grade levels	Suppport SSC in deciding criteria for Bus allocation for grade levels

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

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

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET
Site Number:
114
School:
Global Family School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$15,000.00	General Purpose Discretionary	Teacher Extra Duty Pay	Stipends will be provided for teachers for after-school intervention classes. Material training and support will be provided by TSA and CCTL.	A1.6: After School Programs	1122				114-1
\$10,000.00	General Purpose Discretionary	Teacher Subs	Provide PLC time to plan a Scope and Sequence for writing units of study	A2.5: Teacher Professional Development for CCSS & NGSS	1150				114-2
\$7,500.00	General Purpose Discretionary	Books other than textbooks	Purchase Book Trust contract (\$7500) with Scholastic to provide free independent reading books for all Global students on a monthly basis	A3.2: Reading Intervention	4200				114-3
\$31,499.48	General Purpose Discretionary	Supplies	Continued implementation of a literacy program that includes: word study, Reader's and Writer's Workshop, reading mini-lessons, guided reading, close reading and writing	A2.1: Implementation of CCSS & NGSS	4310				114-4
\$5,000.00	General Purpose Discretionary	Equipment Maintenance	Continued implementation of a literacy program that includes: word study, Reader's and Writer's Workshop, reading mini-lessons, guided reading, close reading and writing	A2.9: Targeted School Improvement Support	5826				114-5
\$4,191.27	General Purpose Discretionary	Noon Supervisor for student supervision during lunch recess	Teachers will Increase student engagement in Positive Behavior and Socio Emotional Learning practices	A2.9: Targeted School Improvement Support		NOON SUPERVISOR	NOONSV0077	0.17	114-6
\$7,523.99	LCFF Concentration	Supplies to support CCSS goals	Provide opportunities for independent reading at school an at home.	A3.2: Reading Intervention	4310				114-7
\$17,476.01	LCFF Concentration	Instructional Facilitator for Supporting Students	Instructional Facilitator will provide pull-out instruction in Spanish Language development to those students in K-3 that are not progressing in Spanish. The Instructional Facilitator will work with stip-subs to support a push-in model.	A3.2: Reading Intervention		TCHR IF 11 MONTH - 12 PAY	TC11IF0109	0.15	114-8
\$12,021.08	LCFF Supplemental	Supplies to support Balanced Literacy	Continued implementation of a literacy program that includes: word study, Reader's and Writer's Workshop, reading mini-lessons, guided reading, close reading and writing	A2.3: Standards-Aligned Learning Materials	4310				114-9
\$15,000.00	LCFF Supplemental	Surplus to be allocated in Fall 2017.	Continued implementation of a literacy program that includes: word study, Reader's and Writer's Workshop, reading mini-lessons, guided reading, close reading and writing	A2.1: Implementation of CCSS & NGSS	4399				114-10
\$48,520.00	LCFF Supplemental	School psychologist	Provide mental health counseling	A5.2: Health and Wellness (Mental & Physical Health)	5734			0.40	114-11

\$18,000.00	LCFF Supplemental	Mental Health interns will provide counseling for students	Provide 2 mental health interns	A5.2: Health and Wellness (Mental & Physical Health)	5739				114-12
\$15,323.04	LCFF Supplemental	STIP Sub for Targeted Small Groups	Provide common prep time for teacher collaboration and PLC time on Wednesdays. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning. The Instructional Leadership Team, the ILT and Instructional Facilitator will lead PLC work. Hire three STIP subs to provide the appropriate schedule. Targeted one on one coaching cycles with teachers facilitated by the ILT. Analyze DRA/EDL assesement to guide student independant and group reading to inform Reader's Workshop on a rolling basis.	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0364	0.35	114-13
\$37,716.35	LCFF Supplemental	STIP Sub for Targeted Small Groups	Provide common prep time for teacher collaboration and PLC time on Wednesdays. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning. The Instructional Leadership Team, the ILT and Instructional Facilitator will lead PLC work. Hire three STIP subs to provide the appropriate schedule. Targeted one on one coaching cycles with teachers facilitated by the ILT. Analyze DRA/EDL assesement to guide student independant and group reading to inform Reader's Workshop on a rolling basis.	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0678	1.00	114-14
\$38,038.27	LCFF Supplemental	STIP Sub for Targeted Small Groups	Provide common prep time for teacher collaboration and PLC time on Wednesdays. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning. The Instructional Leadership Team, the ILT and Instructional Facilitator will lead PLC work. Hire three STIP subs to provide the appropriate schedule. Targeted one on one coaching cycles with teachers facilitated by the ILT. Analyze DRA/EDL assesement to guide student independant and group reading to inform Reader's Workshop on a rolling basis.	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0680	1.00	114-15

\$11,650.67	LCFF Supplemental	Instructional Facilitator for Supporting Students	The Instructional Teacher Leader (ILT) and Instructional Facilitator will monitor and support the implementation of language goals, CELDT and reading goals. Teachers will report to ILT to document progress and to identify PD needs. ILT teacher content leaders will support the development of language objectives in content areas.	A2.8: Data & Assessment		TCHR IF 11 MONTH - 12 PAY	TC11IF0109	0.10	114-16
\$11,219.06	LCFF Supplemental	Recess coach to support PE instruction	Implement the Health and Wellness Grant. Hire a recess/PE assistant to support the .5 PE teacher	A5.2: Health and Wellness (Mental & Physical Health)		SATELLITE LEAD	SCENRC9999	0.18	114-17
\$55,946.59	LCFF Supplemental	STIP Sub for Targeted Small Groups	Provide common prep time for teacher collaboration and PLC time on Wednesdays. Teachers will participate in PLC's 4x a month for data analysis and collaborative planning. The Instructional Leadership Team, the ILT and Instructional Facilitator will lead PLC work. Hire three STIP subs to provide the appropriate schedule. Targeted one on one coaching cycles with teachers facilitated by the ILT. Analyze DRA/EDL assesment to guide student independant and group reading to inform Reader's Workshop on a rolling basis.	A3.2: Reading Intervention	2400	TEACHER STIP	TCSTIP9999	1.00	114-18
\$23,301.35	Measure G: TGDS	Instructional Facilitator to support TGDS.	The Instructional Teacher Leader (ILT) and Instructional Facilitator will monitor and support the implementation of language goals, CELDT and reading goals. Teachers will report to ILT to document progress and to identify PD needs. ILT teacher content leaders will support the development of language objectives in content areas.	A2.8: Data & Assessment		TCHR IF 11 MONTH - 12 PAY	TC11IF0109	0.20	114-19
\$5,691.41	Measure G: TGDS	STIP Sub for Targeted Small Groups	Provide Planning time for teachers and Math teacher leader.	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0364	0.13	114-20
\$257.24	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				114-21
\$39.35	Supplemental Program Investment	Supplies to support academic priorities.	Provide opportunities for independent reading at school an at home.	A3.3: Family Engagement focused on Literacy Development	4310				114-22
\$22,765.65	Supplemental Program Investment	STIP Sub for Targeted Small Groups	Provide time for teacher planning for academic discourse	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0364	0.52	114-23
\$19,945.00	Supplemental Program Investment	Recess Coach will support PE Teacher	Implement the Health and Wellness Grant. Hire a recess/PE assistant to support the .5 PE teacher	A5.2: Health and Wellness (Mental & Physical Health)		SATELLITE LEAD	SCENRC9999	0.32	114-24
\$7,753.05	Title I Basic	Educational Field Trips- buses for academic learning experiences	Support SSC in deciding criteria for Bus allocation for grade levels	A4.1: English Learner Reclassification	5826				114-25

\$5,000.00	Title I Basic	Educational Field Trips-admissions for academic learning experiences	Allocate bus resources adequately between grade levels	A4.1: English Learner Reclassification	5829				114-26
\$64,078.71	Title I Basic	Instructional Facilitator for Supporting Students	The Principal with the Instructional Facilitator will work with teachers to decide language allocation in each classroom. The instructional facilitator will work with teachers to review EDL data. Monthly walkthroughs to monitor the language instruction and collect student data for analysis.	A4.2: Dual Language Programs		TCHR IF 11 MONTH - 12 PAY	TC11IF0109	0.55	114-27
\$1,000.00	Title I Parent Participation	Books other than textbooks	Develop the SSC leadership capacity.	A6.1: Parent / Guardian Leadership Development	4200				114-28
\$1,000.00	Title I Parent Participation	Supplies	Develop the SSC leadership capacity.	A3.3: Family Engagement focused on Literacy Development	4310				114-29
\$572.99	Title I Parent Participation	Refreshments	Develop a Parent Engagement Team to provide parent informational nights and volunteer opportunities. Increase communication between teachers and parents.	A6.4: Parent / Guardian Volunteer Support	4311				114-30
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	Engage parents in afterschool, and special event participation. Communicate with OUSD parent engagement team	A1.6: After School Programs	5825				114-31

Es importante que las familias y las escuelas trabajen juntas a fin de ayudar a los estudiantes a alcanzar altos estándares académicos. Por medio de un proceso que incluye a maestros, familias, estudiantes, y representantes de la comunidad, se acordaron las siguientes funciones y responsabilidades que cumpliremos como socios para apoyar el éxito de los estudiantes en la escuela y en la vida.

Compromiso del estudiante:

Estoy de acuerdo que llevaré a cabo las siguientes responsabilidades lo mejor que pueda:

- Venir a la escuela dispuesto a aprender y esforzarme.
- Traer los materiales necesarios, las tareas y los trabajos terminados.
- Conocer y seguir las reglas de la escuela y del salón.
- Pedir ayuda cuando lo necesite.
- Comunicar regularmente a mis padres y maestros mis experiencias escolares para que puedan ayudarme a tener éxito en la escuela.
- Limitar mi tiempo de ver televisión y en cambio estudiar o leer cada día después de la escuela.
- Respetar la escuela, los compañeros de clase, el personal y las familias.

Firma del estudiante**Compromiso del Padre/Madre/Tutor o Miembro de la Familia:**

Estoy de acuerdo que llevaré a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un tiempo y un sitio tranquilo para hacer las tareas y vigilar el tiempo frente a la televisión.
- Leer con mi hijo o animarlo a que lea cada día (20 minutos para estudiantes de K-3, y 30 minutos para estudiantes de 4-5).
- Comunicar al maestro o a la escuela mis preocupaciones.
- Asegurar que mi hijo asista a la escuela cada día, descanse adecuadamente, que reciba atención médica con regularidad y tenga la nutrición apropiada.
- Vigilar regularmente el progreso de mi hijo en la escuela.
- Participar en actividades escolares tales como la toma de decisiones, ser voluntario, y/o asistir a las conferencias de padres y maestros.
- Comunicar a mi hijo la importancia de la educación y el aprendizaje.
- Respetar la escuela, los estudiantes, el personal y las familias.

Firma del Padre/Madre/Tutor o Miembro de la Familia

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_____.



School Site Council Membership Roster – Elementary

School Name: GLOBAL FAMILY

School Year: 2016-2017

Chairperson : LILIANA CAMACHO	Vice Chairperson: LUIS CEJA
Secretary: JUAN VACA	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee: JUDITH MENDEZ	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
LILIANA CAMACHO				X
LUIS CEJA				X
ALEJANDRA MENDEZ				X
GABRIELA BECERRA				X
MARLENY FLORES				X
EMMANUEL LOPEZ		X		
SALVADOR CRUZ CAMPOS		X		
REBECA CARORLA-LUNA		X		
JUAN VACA			X	
DANTE RUIZ	X			

Meeting Schedule (day/month/time)	09/22/16, 10/11/16, 11/18/16, 12/13/16, 1/10/17, 02/14/17 @ 3:15PM
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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;
Parent/community members cannot be OUSD employees at the site.

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



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 SCC 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.)

Translation 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.)

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

Accessibility

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

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

All materials is distributed in English and Spanish.



Adoption

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

This policy was adopted by the (Name of School) Global Family School Site Council on (Date) 10/11/2016 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)

10/11/16
(Date)