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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Global Family Elementary School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Global Family Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Global Family Elementary School
CDS Code: 1612590115584
Principal: Juan Vaca
Date of this revision: 5/6/2020

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

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

Contact: Juan Vaca
Address: 2035 40th Avenue
Oakland, CA 94601

Position: Principal
Telephone: 510-879-1280
Email: juan.vaca@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/6/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Global Family Elementary School

Site Number: 114

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/6/2020

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:

Juan Vaca

Principal

Liliana Camacho

SSC Chairperson

Kathleen Arnold

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

Signature

Signature

Signature

Signature

5/6/2020

Date

5/6/2020

Date

June 16, 2020

Date

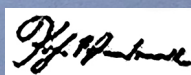
6/30/20

Date



8/27/2020

Jody London
President, Board of Education



8/27/2020

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

2020-21 SPSA ENGAGEMENT TIMELINE

School Site: Global Family Elementary School

Site Number: 114

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$305,760.00
Total Federal Funds Provided to the School from the LEA for CSI	\$156,800.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$934,141.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$145,824.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$26,852.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,136.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$383,350.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$103,730.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$156,800.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$305,760.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$628,381.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$934,141.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Global Family Elementary School

School ID: 114

School Description

Global Family Elementary is a TK - 5th grade, dual immersion school located in the East Oakland-Fruitvale corridor near Foothill Avenue. Our dedicated staff strives to prepare students as bilingual and biliterate individuals. Global Family Elementary's rigorous academic program prepares students as problem solvers, critical thinkers, and competent writers. At Global Family, we are dedicated to meeting the safety, prosperity, and life long learning needs of our community.

School Mission and Vision

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	4th year implementing Adelante and 2nd year implementing Advance. Increase focus on Designated ELD during PD & PLC.	Implementation of curriculum : Adelante 4th year For K -2nd, 3rd. year Adelante 3-5, and 2nd. year Advance TK-5).
Focal Student Supports	75% of students are responding to small group intervention	Intervention provided after school and by specialist (TSA, Psych, Teachers, STIPS)
Student/Family Supports	0.8 suspension rate, Attendance events to engage families	Our CSM has done a great job engaging families, supporting students with behavioral concerns, strengthening systems, and monitoring the climate and culture of the school.
Staff Supports	Strong Targeted Professional Development Tier 2 Intervention for lower grades	High capacity TSA
Focus Area:	Priority Challenges	Root Causes of Challenges

College/Career Readiness	<p>Large % of Begining Readers and multiple years below (MYB) in SRI-particularly in grades 2nd-5th: 67% of students MYB on Spring 2019 administration of RI.</p> <p>ELA SBAC declined from 2017-18 to 2018-19 overall and across almost all subgroups. Majority of students still at Standard Not Met - overall DFS of -89.6.</p> <p>Math SBAC DFS declined significantly (15 points) from 2017-18 to 2018-19 overall and declined across almost all subgroups. Majority of students still at SNM - overall DFS of -100.</p> <p>High number of students multiple years below grade level</p> <p>Lack of parent engagement from disenfranchised parents</p>	<p>(3)1st year teachers, (5) new teacher to Global.</p> <p>Inconsistent implementation with fidelity of Adelante/Advance curriculum and need for more student access and scaffolding for grade-level complex text.</p> <p>Loss of PD and instructionally focused TSA last year, and therefore less focused instructional coaching and professional development for teachers.</p> <p>Need qualified TSA to support teacher development, planning, coaching and observations.</p> <p>Need extended contract for PLC time to increase teacher capacity and student outcomes.</p> <p>Need time for a CSM to increase family engagement through workshops, volunteering, and informing.</p>
Focal Student Supports	<p>Reclassification and Academic growth for English Langugae Learners students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTELL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>	<p>Curriculum not being implemented to fidelity in all classroom.</p> <p>More specifically, Designated English Language Developemnt not being implemented with fidelity.</p>
Student/Family Supports	<p>Families need to be familiar with the curriculum, data, and student progress</p> <p>Conflict at recess that bleeds into classroom time resulting in a loss of instructional time.15 percent decline in student connectedness indicated in the CHKS survey over past two years.</p> <p>Connection with families</p>	<p>Not enough engagement opportunities for all family languages (Mam).</p> <p>Lack of staff training on proactive recess supervision to build positive conditions for communication and interaction between students.</p>

Staff Supports	<p>Insufficient materials (e.g. guided reading text sets) for Tier 1 reading groups and Tier 2 targeted reading intervention for all grade levels.</p> <p>Need for PD with a sequential focus addressing instructional focus.</p> <p>No Newcomer Teacher to support large number of NC students.</p> <p>Staff needs support in solidifying Tier 1 instructional practices</p>	<p>Funding and clarity in planning</p> <p>Decrease in intervention services</p> <p>Lack of tier 2, supplemental, foundational literacy support in TK - 2</p>
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: 75% of Kindergarten and 1st grade students will be proficient in grade level foundational reading skills.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	49.4%	n/a	68.8%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	34.2%	n/a	62.4%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-89.6	n/a	-33.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	29.4%	n/a	35.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-100.0	n/a	-40.0
CAST (Science)	All Students	TBD	4.0%	n/a	5.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		Students will increase their DF3 in SBAC ELA by +15 points.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-152.0	n/a	-83.3
SBAC ELA	English Learners	+20 points DF3	-113.8	n/a	-45.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	66.7%	n/a	55.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-168.8	n/a	-101.0
SBAC Math	English Learners	+20 points DF3	-119.8	n/a	-40.1
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	11.7%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	12.5%	n/a	27.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Global Family will have a score of 95% in school connectedness on the CHKS survey			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	73.8%	n/a	85.0%
Suspensions	All Students	-2pp	1.0%	n/a	0.8%
Suspensions	African-American Students	-2pp	5.6%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	5.4%	n/a	1.8%
Chronic Absence	All Students	-2pp	17.9%	n/a	13.9%
Chronic Absence	African-American Students	-2pp	53.3%	n/a	22.7%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.					
School Goal for May 2023:		100% of teacher will implement standard aligned instruction measured by posted content language objectives, participate in action based PLC's, and hold differentiated small group instruction.			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
50% of teacher are posting content language objectives 50% of teachers are participating a action based PLC's 50% of teacher are holding differentiated small groups	All Teachers	TBD	TBD	TBD	80%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

At Global, 80% of our student body are English Language Learners and we are the only elementary school who did not receive newcomer support. It is difficult to provide students with the interventions and support needed when resources are not available. Our staff is stretched thin and it is not sustainable to continue to ask more of staff without the proper resources. We also have 2 teachers new to the country and 3 first year teachers with no formal training. Many of our new teachers are not getting the coaching and support needed to be effective in class. We have many students multiple years below grade in grades 2-5 and a lack the resources to provide intervention or solidify Tier 1 supports.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Global Family Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority:	Improve Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year.
Theory of Change:	If teachers continue to use DRA/ EDL to assess students for reading along with Leveled Libraries and guided reading then students will improve reading performance. If teachers use Adelante and Advance curriculum to meet the CCSS requirement of reading grade level complex text and writing then Global can meet the goal of increasing the percent of students in all grades reading at or above grade level by 10% each successive year
Related School Goal:	Increase the percent of students in all grades reading at or above grade level by 10% each successive year as measured both by SRI 100% of students will be able to use evidence from text to demonstrate understanding through oral or written tasks
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teacher are continuing the use DRA/EDL as formative assessments but are not consistently holding guided reading groups. Data is not being used to differentite instruction in support of ELL students. Walkthroughs were conducted throughout the year to provide teacher feedback.	
What evidence do you see that your practices are effective?	
RI, DRA/EDL, IAB	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Walkthroughs and coaching will be provided to all teachers with a focus on new teachers. Structured PLC guided by a TSA.	
19-20 Standards-Based Instruction Priority:	Common Core State standards in Math, Science NGSS, writing and reading
Theory of Change:	If teachers focus on student tasks that meet Common Core State Standards in all content areas students will improve in SBAC proficiency. Students must be engaged in productive struggle with math performance tasks, complex text and NGSS Science Practices. 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.
Related School Goal:	The school goal is to improve Math SBAC proficiency in Standards Exceeded category by 3% each year; to improve the Standards Met category by 10% each year and to reduce the Standards Not Met by 10% each year for all students. In this way Global can meet the 2019 - 20 DF3 target of -55
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

Most teachers are providing students with standardized based performance tasks. Targeted PD and accountability is necessary to support teachers in providing high level, standard based content in all areas.	
What evidence do you see that your practices are effective?	
Teachers will use FOSS map to monitor student's performance with science practices. IAB results for both ELA and Math.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Reinforcing Tier 1 practices at all grade levels and modifying instruction based on data. If Tier 1 practices are strengthened, Students will receive targeted interventions.	
19-20 Conditions for Student & Adult Learning Priority:	Build the conditions for a safe, healthy and supportive school. Improve the Culture & Climate and create a safe and engaging learning environment.
Theory of Change:	<p>If teachers and staff continue to focus on Positive Behavior Intervention Systems (GLOBAL CARES) and Socio Emotional Learning with consistent 5 to 1 positive pre-referral interventions Global Family can reduce level 2 incidents by 10% and create a safe and engaging learning environment.</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 continue to maintain 0% Severe Chronic Absenteeism and reduce Moderate Chronic Absenteeism by 20%.</p>
Related School Goal:	<p>The school goal is to focus on Positive Behavior Intervention Systems (GLOBAL CARES) and Socio Emotional Learning with consistent 5 to 1 positive pre-referral interventions Global Family can reduce level 2 incidents by 10% and create a safe and engaging learning environment.</p> <p>With the multi year goal being to increase attendance by 1% and continue to maintain 0% Severe Chronic Absenteeism and reduce Moderate Chronic Absenteeism by 20% each successive year.</p>
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
PBIS is being implemented by all teachers and staff. Global CARES lessons are delivered at the beginning of the year and reviewed after each break (Thanksgiving, Winter, and Spring). Students are recognized weekly for following CARES.	
What evidence do you see that your practices are effective?	
Currently our evidence does not support our practices.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Have a Culture and Climate PD, increase yard supervision, have an assembly for all Students on CARES.	
19-20 Conditions for English Language Learners Priority:	Dual Language and ELL Development

Theory of Change:	Adelante and Advance will become the English language Arts and Spanish Language Arts Curriculum for Global Family's dual language program. There will be continued implementation of a paced curriculum with grade level embedded assessment. The focus for designated English Language Development and Spanish Language Development will be in FOSS and the science "bridge." If Global teachers and leadership focus on 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 Professional Development on using the hands-on investigations as shared experiences, so that all students are engaged in productive struggle and "meaning-making" so that they are immersed in producing language in Spanish and English.
Related School Goal:	LCAP Goal #2
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers were provided with a cycle to PD to understand how to use the D-ELD program, plan lessons, and receive peer feedback after teaching specific lessons. This year the ILT decided to move away from ELD through Science and deliver designated ELD through Advance.	
What evidence do you see that your practices are effective?	
40% of teachers are using the D-ELD curriculum, we are waiting to see the impact on reclassification rates.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Providing a cycle of PD. No coaching has been provided, which is an element we would like to change for next year.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
A significant difference is that we were not able to hire a newcomer teacher or use the funds for other needs.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Global Family Elementary School			School ID: 114	
3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices				
<p>Instructions: Review your needs assessment and current School Plan to refine your strategic priorities (or "Big Rocks") for your 20-21 School Plan, one in each of the following areas: Conditions for Student Learning, Standards-Based Instruction, Language & Literacy, Conditions for Adult Professional Learning, and Conditions for English Language Learners. As you consider your school's priorities, take note of any areas where you have seen little growth for two years. Which priorities might you select to address these areas?</p> <p>For each priority, identify no more than eight sets of teaching and leadership actions that you will implement to reach your goal. (You may have as few as 3-4 targeted actions.) As you further develop your actions, be explicit about how you will address the needs you identified in your Needs Assessment.</p> <p><i>Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.</i></p>				
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):		All students will attend school regularly and be engaged in classroom learning		
School Theory of Change:		If school implements meaningful family and community engagement then students will understand the importance of schooling and be supported to attend and develop a love for learning		
Related Goal(s):		All students build relationships to feel connected and engaged in learning.		
Students to be served by these actions:		All Students		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

1-1	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills and to attend to tier 1 supports. Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	Global Family will fund a full time Community School Program Manager. Culture/Climate team to ensure implementation of PBIS to fidelity and fund reinforcements appropriately	Student and staff knowledge of Global CARES Schoolwide expectations equal to or greater than 70% of students and 90% of staff familiar with 4 of 5 schoolwide norms	Families need to be familiar with the curriculum, data, and student progress Conflict at recess that bleeds into classroom time resulting in a loss of instructional time. 15 percent decline in student connectedness indicated in the CHKS survey over past two years. Connection with families
1-2	Teachers will promote positive relationships with students in class	Culture/Climate team to ensure implementation of PBIS to fidelity and fund reinforcements appropriately	Staff use and student receipt of reinforcement tickets to be at least 90% of staff acknowledge and 50% of students acknowledged within the previous 2 months of school Increase in the LCAP Connectedness domain in the California Healthy Kids Survey or similar survey of students	
1-3	Teachers to build positive relationships with families and be the first line of contact for families regarding student attendance by using talking points to communicate (i.e., acknowledge good attendance if appropriate and problem-solve initial attendance difficulties)	Professional development on importance of attendance (showing data, providing lists of students who need support, offer support regarding contacts home) Conduct coordination of services team, Student Study Team, Student Attendance Review Team, Student Attendance Review Board, and additional problem-solving meetings as appropriate to support attendance difficulties	Improvements in ADA by at least 1% and chronic absence rates (see CDE expectations)	

1-4	Maintain regular communication with families regarding basic student needs, curriculum, instruction, schoolwide expectations, support at home/school needed by the child, community supports, and leadership opportunities for families available at Global	<p>Leadership team to create communication system for all families beyond robocall (e.g., monthly newsletter).</p> <p>Ensure updated website for Global family to maintain basic school information.</p> <p>Continue Cafecitos and family workshops as well as celebrations, family-led meetings, and make concerted effort to include families in all leadership teams.</p> <p>Continue coordination of services team/Student Study Team with meaningful family-community-school partnership to provide consistent interventions when needed.</p>	<p>School-family-community partnership rubric (district/state/national best practice expectation).</p> <p>Documentation of family communication or meeting (robocall, newsletter, meeting sign-ups)</p>	
1-5	If after Tier 1 Support are in place, teachers will use the coordination of services team referral system for additional supports.	Leadership team will provide staff with a coordination of services team professional development to detail the purpose and objective of the coordination of services team process	Coordination of services team meeting will be held weekly. Staff will report in their minutes potential coordination of services team referrals.	
1-6	SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community.	Leadership will have appropriate supervision on the yard and in the cafeteria to ensure safety and positive play where all students can be incorporated and socialize in a positive inclusive way	Recess coach and outside supervisors engage students in safe play and use the CARES norms to reinforce behaviors.	
1-7	Library Tech will provide students with access to the library where they will be able to check out books.	Leadership will create a schedule with the Library Tech to get students in the library and order books	Leadership and the Library Tech will track how many students are using library.	

1-8	Technology will be available for teachers to enhance their lessons and support newcomer students	Leadership will make technology available to teachers and will collaborate with tech lead to insure instructional programs are available	Leadership will check in with teachers to see how they are using technology to support English Language Learners	<p>Reclassification and Academic growth for English Language Learners students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTEL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Common Core State standards in Math, Science NGSS, writing and reading			
School Theory of Change:	If teacher implement Adelante/Advance, Math, and FOSS curriculum, Students will improve in SBAC by +15 DFS. If we focus on incorporating a content language objective in the core subject areas we will further engage our language learners.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	<p>Teachers design and implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of formative and summative assessments to determine mastery.</p>	<p>Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning using the "EL Walking Tool 3x a year.</p>	<p>Regular formal and informal walkthroughs by the leadership team will document observations on tasks and alignment to rigorous academic standards.</p> <p>Principal will look for evidence from OETF Domain 3: Teach to ensure ownership and mastery for all students".</p>	<p>Large % of beginning reader and multiple years below grade level in SRI-particularly in grades 2nd-5th: 67% of students multiple years below grade level on Spring 2019 administration of RI.</p> <p>English Language Arts SBAC declined from 2017-18 to 2018-19 overall and across almost all subgroups. Majority of students still at Standard Not Met - overall DFS of -89.6.</p> <p>Math SBAC DFS declined significantly (15 points) from 2017-18 to 2018-19 overall and declined across almost all subgroups. Majority of students still at SNM - overall DFS of -100.</p> <p>High number of students multiple years below grade level</p> <p>Lack of parent engagement from disenfranchised parents</p>
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2-2	Teachers give formative assessment at the end of the Adelante/Advance unit that support student outcome. During PLC time teachers will analyze student work and data.	Manage data driven professional learning space to improve teaching practices and support student	Teachers will have scheduled in their pacing plans when formative assesemnt will take place throughout theyear.	<p>Reclassification and Academic growth for English Langugae Learner students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTELL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>
2-3	Teacher align tasks to content language objective.	Leadership will express expectations at beginning of the year and teachers will include their content langugage objectives in their placing plans	Admin and Instructional Leadership Team will conduct walk throughs and will promote promote content langugage objectives in professional learning communities.	<p>Insufficient materials (e. g. guided reading text sets) for Tier 1 reading groups and Tier 2 targeted reading intervention for all grade levels.</p> <p>Need for PD with a sequential focus addressing instructional focus.</p> <p>No Newcomer Teacher to support large number of newcomer students.</p> <p>Staff needs support in solidifying Tier 1 instructional practices</p>

2-4	<p>Teacher collect data from formative and summative assessements.</p> <p>Teachers engaged in data analysis</p>	<p>Leadership will follow the assessment calender and provide clear expectation of what needs to come out of professional learning community</p>	<p>Teachers will apply action steps in their daily instruction</p>	<p>Reclassification and Academic growth for Englsih Language Learner students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTELL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>
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2-5	Teachers will modify their instruction based on the data from unit summative assessemnts.	Leadership with provide time to look at grade level data and look at areas students need extra support. Teacher on special assignment will facilitate the discussions	Student will demonstrate growth in specific content areas	<p>Large % of beginning reader and multiple years below grade level in SRI-particularly in grades 2nd-5th: 67% of students multiple years below grade level on Spring 2019 administration of RI.</p> <p>English Language Arts SBAC declined from 2017-18 to 2018-19 overall and across almost all subgroups. Majority of students still at Standard Not Met - overall DFS of -89.6.</p> <p>Math SBAC DFS declined significantly (15 points) from 2017-18 to 2018-19 overall and declined across almost all subgroups. Majority of students still at SNM - overall DFS of -100.</p> <p>High number of students multiple years below grade level</p> <p>Lack of parent engagement from disenfranchised parents</p>
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2-6	Teachers will follow OUSD District curriculum guides and link lessons to Common Core Content Standards and Practices in math in order to provide rigorous lessons and math tasks for all students .	Develop a Global math scope and sequence guide. Provide Planning time for teachers and Math teacher leader. Provide planning time for Math professional development cycle at least twice a year.	Improved implementation of common core standards by observation using the "Content Learning Walk" (TRU Observation Guide: Student Look-fors tool 3x a year). Planned Math professional development.	
2-7	Teachers use 8 weeks data-informed cycles of inquiry with multiple forms of assessment (at the end of each unit), to implement school-wide and grade-level continuous improvement plans.	Grade level teams will collect IAB Interim 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	Reclassification and Academic growth for English Language Learner students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTEL's). Newcomer small group pull out support, 30 min daily in T2 & T3.

2-8	Teachers will provide targeted intervention to students not responding the tier 1 instruction in Math, English Language Art, Spanish Language Art, and English Language Development	<p>Leadership will support small group intervention with STIP subs.</p> <p>Teacher on special assignment will model and support the expectations of small group support.</p>	STIP will have an intervention schedule and will meet with student regularly.	<p>Insufficient materials (e. g. guided reading text sets) for Tier 1 reading groups and Tier 2 targeted reading intervention for all grade levels.</p> <p>Need for PD with a sequential focus addressing instructional focus.</p> <p>No Newcomer Teacher to support large number of NC students.</p> <p>Staff needs support in solidifying Tier 1 instructional practices</p>
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum				
School Priority ("Big Rock"):	Improve Language and Literacy achievement to meet the district standard of having all third graders at grade level by end of the third grade year and include in all lessons a content language objectives aligned to the task.			
School Theory of Change:	"If teachers continue to use DRA/ EDL to assess students for reading, provide consistant guided reading groups then students will improve reading performance. If teachers use Adelante and Advance curriculum to meet the CCSS requirement of reading grade level complex text and writing then Global can meet the goal of increasing the percent of students in all grades reading at or above grade level by 10% each successive year. If teachers reinforce the content langugae objective in the beginnng, middle and end of the lesson, student will have a clear idea on the skill they are developing.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	<p>Teachers will implement Adelante and Advance curriculum to offer standards-based lessons in whole group, small group and one-on-one. Teachers will implement guided reading and use complex text to support comprehension and writing. Teachers will differentiate instruction for students working below, approaching, and at benchmark. STIP will provide Tier 2 interventions</p>	<p>Regular walk-throughs with members of the Instructional Leadership Team to identify correct pacing of curriculum, sufficient time of instruction in both languages, appropriate use of curriculum scaffolds, evidence of grade level reading and writing, and correct use additional materials for lesson enhancement. The walk-throughs will identify areas of strength and areas for growth. The data collected will facilitate and structure opportunities to share and analyze observations. Develop and/or facilitate professional development and professional learning community to support teachers to analyze DRA/EDL assessment data in order to plan instruction for Scope and Sequence for Adelante and Advance. Targeted one-on-one coaching cycles with Spanish and English models facilitated by the Instructional Leadership Team members. Teachers will participate in professional learning community 4x a month for data analysis and collaborative planning. Use STIP subs to provide coverage for the above activities.</p>	<p>50% of students will improve the yearly ELPAC scores in Reading and Writing components of the assessment by February of 2021.</p> <p>SBAC achievement for ELA will improve by 15% in all achievement categories for each successive year.</p> <p>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)</p>	<p>Reclassification and Academic growth for English Language Learner students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTEL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>
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3-2	Teachers will use the DRA/EDL and running records as formative assessment tools to progress monitor and plan instruction and small groups.	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 professional learning community.	Teachers will use and create personalized data collection tools for progress monitoring and use these tools during professional learning community.	<p>Reclassification and Academic growth for ELL students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTEL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>
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3-3	<p>Teachers will document and communicate individual student reading goals to Instructional Leadership Team students and parents throughout the year, outlining the steps to achieve those goals.</p>	<p>Principal will set the guidelines for teachers to share data and share goals with students and parents. Structure PD/PLCs are data analysis of SRI/DRA/EDL scores. The English Language Learners snapshot will be used at parent conferences twice a year.</p>	<p>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.</p>	<p>Large % of beginning reader and multiple years below grade level in SRI-particularly in grades 2nd-5th: 67% of students multiple years below grade level on Spring 2019 administration of RI.</p> <p>English Language Arts SBAC declined from 2017-18 to 2018-19 overall and across almost all subgroups. Majority of students still at Standard Not Met - overall DFS of -89.6.</p> <p>Math SBAC DFS declined significantly (15 points) from 2017-18 to 2018-19 overall and declined across almost all subgroups. Majority of students still at SNM - overall DFS of -100.</p> <p>High number of students multiple years below grade level</p> <p>Lack of parent engagement from disenfranchised parents</p>
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3-4	<p>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</p>	<p>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.</p>	<p>Differentiated instruction will take place before, during, and after school and is available to all students functioning below grade level.</p>	<p>Large % of beginning reader and multiple years below grade level in SRI-particularly in grades 2nd-5th: 67% of students multiple years below grade level on Spring 2019 administration of RI.</p> <p>English Language Arts SBAC declined from 2017-18 to 2018-19 overall and across almost all subgroups. Majority of students still at Standard Not Met - overall DFS of -89.6.</p> <p>Math SBAC DFS declined significantly (15 points) from 2017-18 to 2018-19 overall and declined across almost all subgroups. Majority of students still at SNM - overall DFS of -100.</p> <p>High number of students multiple years below grade level</p> <p>Lack of parent engagement from disenfranchised parents</p>
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3-5	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, homeless, and foster youth 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.	Families need to be familiar with the curriculum, data, and student progress Conflict at recess that bleeds into classroom time resulting in a loss of instructional time. 15 percent decline in student connectedness indicated in the CHKS survey over past two years. Connection with families
3-6	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.	Families need to be familiar with the curriculum, data, and student progress Conflict at recess that bleeds into classroom time resulting in a loss of instructional time. 15 percent decline in student connectedness indicated in the CHKS survey over past two years. Connection with families
3-7	Teachers will use their leveled library to provide students with differentiated text at the students' level.	Leadership will provide each classroom with a leveled library	Students will use the level books for small group instruction or independent reading.	
3-8	Teachers will use the necessary technology to deliver their lesson (elmo, projector, chromebook)	The district technology lead will provide teachers with the necessary technology to deliver their lesson	Student will be exposed to instruction in different modes	

3-9	Teachers will identify students in need of Tier 2 services	Leadership will have the opportunity to provide after school intervention	Each grade level will identify students and create a plan to address the student's need.
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District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.			
School Theory of Change:	If we provide teachers with targeted professional development, then students will receive high rigor instruction in class.			
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers will bring data (student work) to professional learning community, collaboratively analyze, and create an action plan.	<p>Leadership and Instructional Leadership Team members will provide support during professional learning community and make sure an action plan is created.</p> <p>Leadership will help create the condition for professional learning community to focus on student outcome with an agenda and identifying norms for the meeting.</p> <p>Create or identify a protocol to analyze student work.</p> <p>Leadership will review a article on PLC, solidifying PLC expectations</p>	<p>Teachers will have differentiated small groups every day providing Tier 2 services to student not responding the intervention.</p> <p>Teachers will apply the action plan created at professional learning community</p>	<p>Reclassification and Academic growth for English Language Learner students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTEL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>

4-2	<p>Teachers will collaborate and plan in professional learning community on how to incorporate the content learned in professional development to address the needs of Long Term English Learners.</p> <p>Formative assesement will be used to gather data and inform instruction.</p>	<p>The teacher on special assignment will provide coaching and support in applying content learned in the class through demos or 1:1 consultation.</p> <p>Leadership will model conditions for learning in professional learning community</p> <p>Leadership will develop a PD arch that focuses on Long Term English Learners</p>	<p>Teachers will have a content language objective for each subject and will follow the curriculum with fidelity</p>	<p>Reclassification and Academic growth for English Langugae Learner students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTEL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>
4-3	<p>Teachers will have a professional learning community agenda, professional learning community minutes, and action steps that will be shared with the principal.</p>	<p>Instructional Leadership Team members in each grade level will lead professional learning community and make sure action steps are created</p>	<p>Minutes will be turned in to leadership and periodic classroom observation will take place.</p>	<p>Insufficient materials (e. g. guided reading text sets) for Tier 1 reading groups and Tier 2 targeted reading intervention for all grade levels.</p> <p>Need for Professioanl development with a sequential focus addressing instructional focus.</p> <p>No Newcomer Teacher to support large number of newcomer students.</p> <p>Staff needs support in solidifying Tier 1 instructional practices</p>

4-4	Teachers will have the opportunity to observe their colleagues at grade level and cross grade level to improve teaching practices.	Teacher on special assignment will arrange schedule for colleagues to observe each other and provide feedback	Leadership will organize peer walkthroughs at the end of every cycle of inquiry.	<p>Insufficient materials (e. g. guided reading text sets) for Tier 1 reading groups and Tier 2 targeted reading intervention for all grade levels.</p> <p>Need for professional development with a sequential focus addressing instructional focus.</p> <p>No Newcomer Teacher to support large number of Newcomer students.</p> <p>Staff needs support in solidifying Tier 1 instructional practices</p>
4-5	Teacher leaders will be invited to attend a professional learning conference	Leadership will select teachers leaders in every grade level	Teacher leaders will share what they learned with the staff in a staff meeting.	
4-6				
4-7				
4-8				

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	All ELL Students will receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD using the Advance Designated ELD curriculum.
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School Theory of Change:	<p>If teachers consistently implement quality daily designated ELD using Benchmark Advance, and incorporate integrated ELD strategies during ELA, Math, and Science instruction, focusing on scaffolded student talk and differentiated tasks through the use of complex texts from the Advance/Adelante curriculum. then a higher percentage of ELLs will reclassify. To implement this theory of change we will have:</p> <p>Teachers use Before, During, After Reading Routines for ELLs at least 3x/week.</p> <p>Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3)</p> <p>Teachers provide students with language resources and other scaffolds to support their understanding. (3B.2)</p> <p>Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1)</p> <p>Teachers provide opportunities for students to learn how language works to make meaning. (3C.1)</p>			
Related Goal(s):	Use provided Advance Designated ELD lessons.			
Students to be served by these actions:	English Language Learners			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	<p>Use provided Advance Designated English Language Developemnt lessons.</p>	<p>Establish time for designated Englsih Language Development in daily schedule</p> <p>Provide professional developement (A/A Designated English Language Development) , observation & feedback on classroom practice</p> <p>Provide professional learning communities time at least once per month using a protocol that allows teachers to review English Language Development lesson objectives and refine/align as needed.</p> <p>Instructional Leardership Team English Language Learner data dive at least 2x/year to evaluate and adjust language program and instruction</p> <p>Connect with ELLMA for professioanl development and professional learning community support</p>	<p>Daily schedules, school-wide English Languge Development block, with the goal of moving up one level of implementation on Stages of English Language Development Implementation</p> <p>Professioanl development agendas, observation notes and feedback tracker</p> <p>Professional Learning Community agendas and notes, student data on language progress</p> <p>Focused walkthroughs using select indicators on the English Language Learner Review Tool with debriefs and next steps</p> <p>Scope and sequence for working with grade level band.</p>	<p>Reclassification and Academic growth for Englsih Language Learner students: Global had an 11.7% reclassification rate in 2018-19, and currently 33.8% of students are in danger of being Long Term English Language Learners (LTELL's).</p> <p>Newcomer small group pull out support, 30 min daily in T2 & T3.</p>
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5-2	<p>Reflect on implementation of lessons and make plans for refining implementation using the Rubric of Focal Indicators 2.5 (d-ELD) & 2.6 (PL), Structures & Systems</p>	<p>Schedule regular walkthroughs using the Rubric of Focal Indicators 2.5 (d-ELD) & 2.6 (PL), Structures & Systems to surface trends and provide specific feedback to teachers.</p>	<p>Teacher reflections on implementation from Rubric of Focal Indicators 2.5 (d-ELD) & 2.6 (PL), Structures & Systems</p> <p>Walkthrough data from Rubric of Focal Indicators 2.5 (d-ELD) & 2.6 (PL), Structures & Systems</p>	<p>Large % of beginning reader and multiple years below grade level in SRI - particularly in grades 2nd-5th: 67% of students multiple years below grade level on Spring 2019 administration of RI.</p> <p>English Language Arts SBAC declined from 2017-18 to 2018-19 overall and across almost all subgroups. Majority of students still at Standard Not Met - overall DFS of -89.6.</p> <p>Math SBAC DFS declined significantly (15 points) from 2017-18 to 2018-19 overall and declined across almost all subgroups. Majority of students still at SNM - overall DFS of -100.</p> <p>High number of students multiple years below grade level</p> <p>Lack of parent engagement from disenfranchised parents</p>
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5-3	<p>Teachers use Before, During, and After Reading strategies with Adelante/Advance complex texts from ELA and Science (Integrated ELD)</p>	<p>Provide PD on how to unpack complex text in Adelante/Advance (Before, During, After Reading), observation & feedback on classroom practice</p> <p>Provide PLC time at least once per month to analyze student language progress and plan</p> <p>Connect with ELLMA for PD and PLC support</p>	<p>PD agendas, observation notes and feedback tracker</p> <p>PLC agendas and notes, student data on language progress</p> <p>Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps</p>	<p>Large % of beginning reader and multiple years below grade level in SRI-particularly in grades 2nd-5th: 67% of students MYB on Spring 2019 administration of RI.</p> <p>English Language Arts SBAC declined from 2017-18 to 2018-19 overall and across almost all subgroups. Majority of students still at Standard Not Met - overall DFS of -89.6.</p> <p>Math SBAC DFS declined significantly (15 points) from 2017-18 to 2018-19 overall and declined across almost all subgroups. Majority of students still at SNM - overall DFS of -100.</p> <p>High number of students multiple years below grade level</p> <p>Lack of parent engagement from disenfranchised parents</p>
5-4				
5-5				
5-6				
5-7				
5-8				

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 114
School: Global Family Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contract with After School Provider	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will promote positive relationships with students in class	114-1
STIP to provide academic support to teachers and students.	\$20,826	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	3896	STIP Teacher	0.11	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will have the opportunity to observe their colleagues at grade level and cross grade level to improve teaching practices.	114-2
Teacher on Special Assignment	\$84,943	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7721	11-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	The teacher on special assignment will provide coaching and support in applying content learned in the class through demos or 1:1 consultation. Leadership will model conditions for learning in professional learning community Leadership will develop a PD arch that focuses on Long Term English Learners	114-3
Community School Program Manager	\$20,925	Comprehensive Support & Improvement (CSI) Grant	2305	Classified Supervisors' and Administrators' Salaries	2434	Program Mgr Community School	0.17	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Global Family will fund a full time Community School Program Manager. Culture/Climate team to ensure implementation of PBIS to fidelity and fund reinforcements appropriately	114-4
The SSC will have parents decide how to use this funding for the 2020 - 2021 school year.	\$527	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Culture/Climate team to ensure implementation of PBIS to fidelity and fund reinforcements appropriately	114-5
General purpose	\$21,852	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Common Core State standards in Math, Science NGSS, writing and reading	114-6

Maintain and repair our copy machine so teachers can provide access to texts and other teaching materials	\$5,000	General Purpose Discretionary	4320	Copier/Duplication Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers design and implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of formative and summative assessments to determine mastery.	114-7
STIP to provide academic support to teachers and students.	\$30,929	LCFF Concentration	1105	Certificated Teachers' Salaries	3896	STIP Teacher	0.32	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will implement Adelante and Advance curriculum to offer standards-based lessons in whole group, small group and one-on-one. Teachers will implement guided reading and use complex text to support comprehension and writing. Teachers will differentiate instruction for students working below, approaching, and at benchmark. STIP will provide Tier 2 interventions	114-8
Intervention	\$19,515	LCFF Concentration	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will use the DRA/EDL and running records as formative assessment tools to progress monitor and plan instruction and small groups.	114-9
Substitute coverage for assessments	\$12,590	LCFF Concentration	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will bring data (student work) to professional learning community, collaboratively analyze, and create an action plan.	114-10
Classroom Library	\$5,000	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will use their leveled library to provide students with differentiated text at the students' level.	114-11
Supplies	\$27,220	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Common Core State standards in Math, Science NGSS, writing and reading	114-12
Technology	\$1,000	LCFF Concentration	4315	Computer Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will use the necessary technology to deliver their lesson (elmo, projector, chromebook)	114-13

Playworks	\$20,000	LCFF Concentration	5830	Contracted Services	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills and to attend to tier 1 supports. Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	114-14
Instructional Facilitator - TSA 11month	\$127,764	LCFF Supplemental	1105	Certificated Teachers' Salaries	1400	Teacher 11Months 12-Pay	0.35	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	The teacher on special assignment will provide coaching and support in applying content learned in the class through demos or 1:1 consultation. Leadership will model conditions for learning in professional learning community Leadership will develop a PD arch that focuses on Long Term English Learners	114-15
noon supervisor to support safety during recess and lunch	\$20,797	LCFF Supplemental	2905	Other Classified Salaries	1727	Noon Supervisor	0.63	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community.	114-16
STIP to provide academic support to teachers and students.	\$30,929	LCFF Supplemental	1105	Certificated Teachers' Salaries	3896	STIP Teacher	0.32	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will implement Adelante and Advance curriculum to offer standards-based lessons in whole group, small group and one-on-one. Teachers will implement guided reading and use complex text to support cpmrehension and writing. Teachers will differentiate instruction for students working below, approaching, and at benchmark. STIP with provide Tier 2 interventions	114-17
STIP to provide academic support to teachers and students.	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	4296	STIP Teacher	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will implement Adelante and Advance curriculum to offer standards-based lessons in whole group, small group and one-on-one. Teachers will implement guided reading and use complex text to support cpmrehension and writing. Teachers will differentiate instruction for students working below, approaching, and at benchmark. STIP with provide Tier 2 interventions	114-18

STIP to provide academic support to teachers and students.	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	7076	STIP Teacher	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will implement Adelante and Advance curriculum to offer standards-based lessons in whole group, small group and one-on-one. Teachers will implement guided reading and use complex text to support comprehension and writing. Teachers will differentiate instruction for students working below, approaching, and at benchmark. STIP will provide Tier 2 interventions	114-19
noon supervisor to support safety during recess and lunch	\$19,993	LCFF Supplemental	2905	Other Classified Salaries	7720	Noon Supervisor	0.73	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community.	114-20
noon supervisor to support safety during recess and lunch	\$19,993	LCFF Supplemental	2905	Other Classified Salaries	7724	Noon Supervisor	0.73	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	SEL PBIS lesson plans and positive play will be reinforced outside and in the cafeteria. Uniforms will be encouraged to build community.	114-21
Psychologist	\$48,972	LCFF Supplemental	1205	Certificated Pupil Support Salaries	NH0-460	Psychologist	0.40	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills and to attend to tier 1 supports. Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	114-22
School Supplies	\$30,291	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Common Core State standards in Math, Science NGSS, writing and reading	114-23
Technology	\$9,130	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will use the necessary technology to deliver their lesson (elmo, projector, chromebook)	114-24

Conferences/Professional Learning	\$5,000	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teacher leaders will be invited to attend a professional learning conference	114-25
Maintain and repair our copy machine so teachers can provide access to texts and other teaching materials	\$5,000	LCFF Supplemental	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers design and implement complex tasks aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of formative and summative assessments to determine mastery.	114-26
Playworks	\$23,000	LCFF Supplemental	5830	Contracted Services	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills and to attend to tier 1 supports. Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	114-27
Library Tech	\$35,497	Measure G: Library	2205	Classified Support Salaries	7723	Library Technician	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Library Tech will provide students with access to the library where they will be able to check out books.	114-28
Library books	\$1,410	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Leadership will create a schedule with the Library Tech to get students in the library and order books	114-29
Instructional Facilitator - TSA 11month	\$83,558	Title I: Basic	1105	Certificated Teachers' Salaries	1400	Teacher 11Months 12-Pay	0.65	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	<p>The teacher on special assignment will provide coaching and support in applying content learned in the class through demos or 1:1 consultation.</p> <p>Leadership will model conditions for learning in professional learning community</p> <p>Leadership will develop a PD arch that focuses on Long Term English Learners</p>	114-30

Newcomer Teacher	\$48,688	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7615	10-Month Classroom TSA	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teacher on special assignment will arrange schedule for colleagues to observe each other and provide feedback	114-31
Community School Manager	\$40,618	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	2434	Program Mgr Community School	0.33	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Global Family will continue to fund a full time Community School Program Manager. Culture/Climate team to ensure implementation of PBIS to fidelity and fund reinforcements appropriately	114-32
The SSC will have parents decide how to use this funding for the 2020 - 2021 school year.	\$6,862	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teacher leaders will be invited to attend a professional learning conference	114-33
The SSC will have parents decide how to use this funding for the 2020 - 2021 school year.	\$66	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 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	114-34
The SSC will have parents decide how to use this funding for the 2020 - 2021 school year.	\$20,150	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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	114-35



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Global Family Elementary

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Global has a group of parent leaders who meet once a week to discuss school improvement and increased student achievement.
- Global has a parent leader meeting once a month (2nd Monday) to discuss volunteer opportunities.

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Global holds trainings for parents at a needs-basis when needs are lifted up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

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

- We hold SSC at a regular time in the evening on the 2nd Tuesday of every month and Cafecitos for parent and leader to meet at a regular time in the mornings on the 2nd Monday of every month at 8:45 am to give parents an opportunity to choose a time that works better for them.

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

- Sharing the policy at Back to School Night for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at our monthly parent-leader meeting called Cafecitos.
- Asking SSC for feedback at SSC meeting.

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Global has Cafecitos for parent and leader to meet at a regular time in the mornings on the 2nd Monday of every month at 8:45 am to give parents an opportunity to discuss volunteer opportunities.

Adoption

This policy was adopted by Global on Sept 16, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

Juan Vaca
9/16/19

Signature of Principal





School-Parent Compact

Global Family Elementary

2019-20

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Incorporating Strong Instruction around Complex Text including Access to Complex Text for Language Learners
 - Building out rigorous STANDARDS-BASED formative and interim assessment practices
 - Refining Differentiation and Tiered intervention for early literacy and language skills
 - Incorporating hands-on science investigations for students weekly
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and monthly parent-leader meetings.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - Parents and Families participate in conferences to review elementary report cards.

4) Provide parents reasonable access to staff.

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

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

- Global Family has "Cafecitos" for parent and community school manager to meet at a regular time in the mornings on the 2nd Monday of every month at 8:45 am to give parents an opportunity to discuss volunteer options.

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

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

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

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

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

- Sending home robocalls in their home languages.
- Sending home monthly calendars with monthly events.
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and hold monthly "Cafecitos" for parent-leader meetings.

- Parent leader meetings and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.

Teacher Responsibilities

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

Parent Responsibilities

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

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

This Compact was adopted by Global Family on September 18th, 2019 and will be in effect for the period of August 12, 2019 to May 28th, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

Signature of Principal

Date



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

Pacto Escuela-Padres Global Family 2019-20

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

Este pacto Escuela-Padres está vigente para el año escolar 2019-20.

Responsabilidades de la escuela

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

- 1. Proporcionar un currículo e instrucción de alta calidad en un entorno de apoyo y aprendizaje eficaz, que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**
 - Incorporación de una enseñanza sólida sobre Textos Complejos, incluyendo acceso a textos complejos para estudiantes de idiomas.
 - Desarrollar prácticas rigurosas de evaluación formativa e interina BASADAS en los ESTÁNDARES.
 - Definir la diferenciación y la intervención suplementaria para la alfabetización temprana y las habilidades lingüísticas.
 - Incorporación de investigaciones prácticas de ciencias todas las semanas para los estudiantes.
- 2. Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**
 - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y conferencias sobre datos de toda la escuela, entre las familias y los maestros, talleres de nivel de grado y juntas mensuales padres-director.
- 3. Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**
 - Los padres y las familias participan en conferencias para revisar las boletas de calificaciones de Primaria.

4. Proporcionar a los padres un acceso razonable al personal.

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

5. Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.

- Global Family organiza “Cafecitos” en los cuales el gerente comunitario de la escuela y los padres asistentes se reúnen regularmente por la mañana, el 2o. lunes de cada mes, a las 8:45. Con ello se da una oportunidad a los padres para discutir las diferentes opciones de voluntariado.

6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

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

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

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

8. Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

- Mandar llamadas automáticas al hogar con el lenguaje apropiado.
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela, entre familias y maestros, talleres de nivel de grado y juntas de “Cafecito” para reuniones entre familias y el gerente comunitario.

- Reuniones de padres-líderes y reuniones de SSC con la administración, en las que hay TRADUCCIÓN para familias de habla hispana.

Responsabilidades del maestro

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

Responsabilidades de los padres

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

- Voluntariado en el aula de mi hijo si es posible.
- Participando en decisiones relacionadas con la educación de mi hijo.
- Promoviendo el uso positivo del tiempo extracurricular de mi hijo apoyando en la finalización de la tarea y estructurando su tiempo extracurricular.
- Apoyando la asistencia a la escuela.
- Enviando al niño/a a la escuela todos los días con un uniforme o ropa limpia.
- Proporcionaré un lugar tranquilo donde mi hijo completará su tarea. Verificaremos que nuestro hijo complete su tarea todas las noches.
- Participaré activamente en la comunidad escolar expresando mi opinión y trabajando junto con otras familias y miembros de la comunidad escolar para crear el mejor ambiente de aprendizaje para mi hijo.

Global Family adoptó este Pacto el 18 de septiembre de 2019 y tendrá vigencia durante el período del 12 de agosto de 2019 al 28 de mayo de 2020.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 30 de septiembre de 2019 o antes.

Firma del director

Fecha



2019-2020

School Site Council Membership Roster – Elementary

School Name: **GLOBAL FAMILY**

Chairperson : LILIANA CAMACHO

Vice Chairperson: EMMANUEL LOPEZ

Secretary: MARIO MONTESINO

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
JUAN VACA	X			
MARIO MONTESINO			X	
REBECA LUNA		X		
DOLORES BELECHE		X		
EMMANUEL LOPEZ		X		
LILIANA CAMACHO				X
SUSANA MORENO				X
MARICHUY NAVARRO				X
MARIA PINO				X
ALEJANDRA MENDEZ				X

Meeting Schedule
(day/month/time)

2ND TUESDAY OF EVERY MONTH AT 3:10 PM.

SSC Legal Requirements (EC Sections 65000-65001):

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

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