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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Global Family Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Global Family Elementary School.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Global Family Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Global Family Elementary School
CDS Code: 1612590115584
Principal: Juan Vaca
Date of this revision: 5/19/20

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
- 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.
- 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.
- The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/19/2023

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

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

Signatures:

Juan Vaca
Principal

Lynda Palma
SSC Chairperson

Kathleen Arnold
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning

[Signature]
Signature

[Signature]
Signature

[Signature]
Signature

[Signature]
Signature

5/19/2023
Date

5/19/2023
Date

5/22/23
Date

5/23/23
Date



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/10/2023	1/10/2023	Title 1
1/23/2023	Staff Meeting	Needs Assessment
1/24/2023	Cafecito	Needs Assessment
1/26/2023	Eveing Parent Meeting	Needs Assessment
3/13/2023	Staf Meeting	Budget
3/14/2023	Cafecito	Budget
3/16/2023	SSC	Budget
5/19/2023	SSC	Needs Assessment/LCAP goals/ Community School Grant/ MTSS/Approval

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$163,180.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$823,855.77

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)	\$149,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,260	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,980	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$325,775	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$9,950	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$178,394	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$163,180	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$660,676	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$823,856
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.6%	47.4%	84.8%	18.1%	1.9%	0.0%	98.6%	14.1%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
1.7%	0.2%	94.5%	2.1%	0.0%	0.0%	0.2%	0.0%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%.

By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarden as measured by DIBELS and EDL.

Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	29.6%	14.8%	<i>not available until Fall 2023</i>	18.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	7.6%	8.2%	<i>not available until Fall 2023</i>	20.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	9.0%	4.3%	<i>not available until Fall 2023</i>	22.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-89.6	n/a	-83.0	<i>not available until Fall 2023</i>	-79.6
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6.4%	6.8%	<i>not available until Fall 2023</i>	20.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-100	n/a	-99.1	<i>not available until Fall 2023</i>	-90.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	3.5%	<i>not available until Fall 2023</i>	50.0%
CAST (Science) at or above Standard	All Students	4.0%	n/a	7.8%	<i>not available until Fall 2023</i>	14.0%

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

School Goal for Targeted Supports for Students in grades 3-5 will increase their SBAC scores +10 points DFS
Focal Student Groups: Reclassification rates will increase by 20%

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-152	n/a	-187.3	<i>not available until Fall 2023</i>	-142.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	-209.1	n/a	-81.0	<i>not available until Fall 2023</i>	-75.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	10.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-168.8	n/a	-181.1	<i>not available until Fall 2023</i>	-158.8
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	-90.9	n/a	-97.9	<i>not available until Fall 2023</i>	-90.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	5.6%	3.4%	13.1%	<i>not available until Fall 2023</i>	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	23.1%	41.70%%	<i>not available until Fall 2023</i>	50.0%

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

School Goal for Student & Family Engagement: Increase meaningful student, family and community engagement by 10 % measured by an increase in parent volunteers and attendance to school events

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	79.0%	64.4%	68.2%	<i>not available until Fall 2023</i>	74.4%
Out-of-School Suspensions	All Students	1.0%	n/a	0.2%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	25.0%	n/a	0.2%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	6.7%	n/a	0.2%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	11.0%	14.8%	41.8%	<i>not available until Fall 2023</i>	35.0%
Chronic Absenteeism	African American Students	40.0%	33.3%	20.0%	<i>not available until Fall 2023</i>	18.0%

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

School Goal for High-Quality Staff: All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	90.0%	84.1%	83.9%	<i>not available until Fall 2023</i>	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Kinder i-ready, Newcomer supports daily, Literacy groups	Full Time Community School Manager Effective COST
<i>LCAP Goal 2: Focal Student Group Supports</i>	<u>ELPAC</u> 56.7% of ELLs have moved up one level <u>EL Reading Growth</u> 40.87% are on track to make there stretch growth	- (3) Full time, High capacity STIPS - Full-time Newcomer Teacher - K-5 SIPPS at instructional level - 4 STIP subs - Low turnover in vertern teachers - Access to Licensing Agreements
<i>LCAP Goal 3: Student & Family Engagement</i>	Student are getting PE and Art every week Parents are attending Cafecitos	PE Teacher Art Teacher Teacher lead ESL classes Years of building rapport with families.
<i>LCAP Goal 4: Staff Supports</i>	Strong Math Pd Newcomer support for teachers PLC/PD time to plan with their grade level team Coaching For K-2 teachers	- Full Time Attendance Specialist - .80 Early Literacy Coach -1.0 Newcomer Teacher -2 Prep Teachers -Verteran tacher leaders in ILT
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Chronic Absenteeism Student are not making significant growth Student connection with the school	Lack of SARTs/Chronic Attendance follow ups TIER 1 instruction needs strengthening Inability to use STIPS for intervention Lack of application of strategies learned in PD Lack of application of SEL practices

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p><u>Fall 2022 Diagnostic</u> K- 0 students on grade level 1 - 1 students 2 - 0 students 3 - 1 student 4 - 2 students 5 - 0 students</p> <p><u>iReady MOY Data</u> K - 0 students 1 - 3 students (3 light green) 2 - 2 students (8 light green) 3 - 1 student (13 light green) 4 - 4 students (2 light green) 5 - 1 student (6 light green)</p> <p><u>IAB FALL 3-5</u> ELA - 6.7% grade level (13 green, 64 yellow, 98 red) MATH - 5.1% grade level (10 green, 45 yellow, 122 red)</p> <p>Diversity of attendees to workshops and family meetings. Students illness and extended vacations. Lack of intervention</p>	<p>Lack of Intervention/Interventionist Data is not informing our instruction Growth is happening but not significantly</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Increase in Tier2/3 behaviors Organziation of Couseling Services Lack of Workshops and parent involvement Lack of incentives that promte Joy Lack of knowledge around their right and</p>	<p>Opportunities to provide teacher lead workshops & ESL classes Staff absences Unable to fill vacancies CSM out on medical leave</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Inconsistent PLC structure</p>	<p>Staff absences and lack of district subs, Vacancies</p>

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Global Family Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We started the 22-23 school year with some challenges. We had a few vacancies and struggled to fill them throughout the year. We were short a STIP sub and our literacy tutors were not hired yet. Our high-capacity Community School Manager was out for an extended period of time, limiting the amount of parent engagement, COST efficiency, and work around culture and climate. Parent communication improved with admin and parent leaders stepping up to hold space for parent concerns. Workshops were limited, but several parent leaders took the initiative and worked with the Office of Equity to get trained and lead parent workshops. We hired a library tech who transformed our library and created a space for students to come in and be able to dive into a book. Due to a slight turnover in our Instructional Leadership Team and lack of attendance at the summer training, we needed to restructure our professional development cycle. Tier 2 intervention beyond the classroom was limited and inconsistent when we pulled our STIPS to cover classrooms.

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

Due to all the vacancies, we needed to be strategic in how we efficiently used our resources. The instructional leadership team was asked to lead PD's and PLC. Our goal to improve the PD was spearheaded by our Instructional Leads. Our Math lead led our staff in unpacking the new math curriculum. Our Language Art Lead worked together with a member of the Early Literacy Block Grant to support the work around foundational skills with GLAD strategies. We managed to conduct several walkthroughs with staff and central personnel where we obtained good feedback. Also, we used STIPs, Literacy tutors, and coaches to provide phonic instruction at every student level with the SIPPS curriculum. Cafecitos and parent meetings did not have the effect that we wanted due to lack of follow through and consistency. In order to address our chronic absenteeism, we hired a full time attendance specialist. We were able to verify absences and establish rapport with parents thanks to our amazing attendance specialist, but lacked the support the follow up with SART and SARBS.

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

In order to achieve our goals and outcomes this year, I will be holding a revisioning campaign to refocus our efforts to support our English Language Learner, Bilingualism, and Biliteracy. Parent Engagement will receive a higher level of attention through the supports of a second CSM that will assist us in coordinating workshops, tech support, and attendance interventions. We will hire an RJ facilitator to support social-emotional learning and reduce the amount of universal discipline referrals as well as support students with high needs in the Special Day Classroom by implementing systems that promote positive behavior intervention strategies that will help with de-escalation. In an effort to improve staff professional learning by making it more meaningful and purposeful, the majority of professional learning time will be dedicated to collaboration within the grade level to support alignment and implementation of grade-level standards. To support grade-level standards, teachers will be asked to bring data as well as qualitative work samples as proof that we are implementing the curriculum and instructional strategies effectively. Through collaboration, teachers will be able to form cycles of inquiry to modify their instruction so that we can provide grade-level standards to all students regardless of their need. A multi-tiered systems of support approach will be utilized to support all students with varying needs to be able to access the grade-level curriculum and standards.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
CSM	A-G Completion	Increase family engagement Reinforce social emotional practices school wide Target and support student with attendance concerns Facilitate and coordinate student services	We were not able to meet a lot of the expectations we had for the CSM position	A CSM is extremely essential and necessary to run a school efficiently.
Extended Contract for ESL Classes	Reading Inventory (RI) Multiple Years Below Grade Level	Provide parents with ESL classes after school	12 parents are attending online ESL classes	Yes. Parents are very excited and would like the classes offered in the AM

Extended Contract	i-Ready Reading at or above Mid-Grade	Provide After school intervention for students struggling to meet benchmark	0 teachers do not want to provide after school intervention	Instead of having funds allotted for after school intervention, We are going to fund an interventionist to provide intervention during the day.
STIP	i-Ready Math at or above Mid-Grade	Small group intervention (TIER2)	6 students were seen	We need to do a better job of protecting our STIP's time
STIP	i-Ready Reading at or above Mid-Grade	Small group intervention (TIER 2)	18 students were seen	We need to do a better job of protecting our STIP's time
Classroom Technology	Reading Inventory (RI) Multiple Years Below Grade Level	Provides an improved learning experience for visual learners and ELLs.	This is a new expenditure. Items have not arrived. Will evaluate at a later date.	Will evaluate after technology is in use.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Global Family Elementary School

School ID: 114

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Culturally Relevant Standards Based Instruction in ELA, SLA, Math, Science, SEL, and Writing

School Theory of Change: If we supplement the base curriculum with culturally relevant materials and instructional strategies, then students will meet the high academic grade level expectations and create a deeper connection with learning and the community.

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will use Adelante/Advance grade level complex text and unit assessment data to drive instruction	The TSA's will provide coaching in implementing the base curriculum and support in administering the unit assessments	Principal will conduct walkthrough and participate in grade level PLC	Students in grades 3-5 will increase their SBAC scores +10 points DFS Reclassification rates will increase by 20%	Tier 1
1-2	Teachers progress monitor student learning through multiple forms of formative and summative assessments to determine mastery.	Principal and ILT provide additional PLC time for teachers to analyze student work and assessments.	Principal/TSAs will have data conferences with each grade level.	By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%. By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarden as measured by DIBELS and EDL.	Tier 1

1-3	Teacher align culturally relevant tasks to content language objective.	Professional learning to support the implementation of culturally relevant instruction aligned to standards and content language objectives (e.g., teacher collaboration)	Increase in student talk and engagement during instruction.	By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%. By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarten as measured by DIBELS and EDL.	Tier 1
1-4	Teachers backwards plan using new curriculum and pacing guide (ELA/SLA/MATH)	Schools provide a schedule for regular planning time for each grade level Leads will be available to support teachers who need extra guidance and coaching in implementing the adopted curricula	Pacing of the curriculum will be consistent across grade level	Students in grades 3-5 will increase their SBAC scores +10 points DFS Reclassification rates will increase by 20%	Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority:	Structured literacy, language development, and foundational skills instruction in reading for students in TK-2 to support in closing the achievement gap with an additional focus for students who have supplemental/intensive needs or with disabilities (SPED)
School Theory of Change:	If teachers collaborate within grade levels and systematically deliver culturally-relevant standards-based instruction then all students in TK-2 will be biliterate and bilingual at their grade level by grades 3-5.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in English Language Art, Spanish Language Art, and English/Spanish Language Development	Principal and TSAs will support grade level PLCs to analyze data, identify focal students and define learning targets for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will model and support the expectations of small group support and provide tools for progress monitoring.	Progress monitoring of all students receiving Tier 2 interventions	By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%. By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarden as measured by DIBELS and EDL.	Tier 2
2-2	Teachers think critically about their foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3.	Provide coaching for K-2 teachers on foundational skills Create and deliver PD cycle on Early Literacy.	Pre-planning notes and PD calendar/plan	By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%. By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarden as measured by DIBELS and EDL.	Tier 1
2-3	Teachers will implement universal design for learning strategies to ensure all students regardless of academic (e.g., students in special education) or language (English Language Learners) needs access the grade-level instruction	TSA will provide coaching once a week to strengthen Tier 1 instruction	Evidence that a higher percentage of students are meeting standard or near standard.	Students in grades 3-5 will increase their SBAC scores +10 points DFS Reclassification rates will increase by 20%	Tier 1

2-4	Teachers will collaborate to enhance their classroom libraries so that all students have access to culturally relevant, rigorous texts that they can use during small group instruction and independent reading time.	Leadership will invest in literature in both languages to supplement classroom libraries and school library.	SPSA Plan	By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%. By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarten as measured by DIBELS and EDL.	Tier 1
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Increase student and family engagement and leadership development of families
School Theory of Change:	If school implements meaningful student, family and community engagement, then students and families will experience a sense of belonging, exhibit agency over their learning and demonstrate a sense of ownership of the school programs, events, grounds and decisions measured by an increase in parent engagement by 10%.

Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teacher will establish rapport and maintain regular communication with the families regarding basic student needs, curriculum, instruction, schoolwide expectations, support at home/school needed by the child, community supports, and leadership opportunities for families available at Global.	<p>Leadership team will create communication system for all families beyond robocall (e.g., monthly newsletter).</p> <p>Leadership will update website for Global family to maintain basic school information.</p> <p>Leadership will hold Cafecitos, Town Halls, and family workshops as well as celebrations, family-led meetings, and make concerted effort to include families in all leadership teams.</p> <p>Leadership will provide minimum days for the first week of school (Tk-5) and two additional weeks for TK and K.</p>	<p>Teacher/Parent/Admin engagement with Parent Square</p> <p>Parent Summer Workshop Plan</p>	Increase meaningful student, family and community engagement by 10 % measured by an increase in parent volunteers and attendance to school events	Tier 1

3-2	<p>If after Tier 1 Support are in place, teachers will use the coordination of services team (COST) referral system for additional supports.</p>	<p>The leadership team will lift family engagement in Student Study Team meetings</p> <p>COST team will coordinate mental health services provided mental health interns and community partners</p> <p>Leadership will coordinate the Coordination of Services Team, Student Study Team, Student Attendance Review Team, Student Attendance Review Board, and additional problem-solving meetings as appropriate to support attendance difficulties.</p>	<p>Evidence of COST referrals and SST meetings</p>	<p>By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%.</p> <p>By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarden as measured by DIBELS and EDL.</p>	Tier 3
3-3	<p>Teachers will provide culturally relevant activities in the classroom and opportunities to participate in school wide events including sharing student work during family events</p>	<p>Leadership will calendar culturally relevant and academic events throughout the school year for teachers to incorporate activities in the classroom and share student work with the community (e.g., Literacy and Math Night, Black History Month).</p> <p>Family leaders will support in facilitating and organizing schoolwide events</p>	<p>Calendar of events on the Master calendar</p> <p>Family sign up during event planning</p> <p>Increase in parent volunteers</p>	<p>By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%.</p> <p>By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarden as measured by DIBELS and EDL.</p>	Tier 1

3-4	<p>Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills .</p> <p>Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.</p>	<p>Global Family will fund a full time Community School Program Manager to support with the culture and climate at Global.</p> <p>RJ Facilitator will support teacher learning in PBIS/SEL practices in the classroom (i.e. supporting community circles) and support Tier 2/3 behavioral student needs</p>	<p>Improvement in CHKS data</p> <p>Reduction in URFs and Suspensions</p>	<p>Increase meaningful student, family and community engagement by 10 % measured by an increase in parent volunteers and attendance to school events</p>	Tier 1
3-5	<p>At least one Global teacher will provide parent ESL instruction weekly to 15 - 30 family members via Zoom and/or in person.</p>	<p>Leadership will allocate funding for teacher extended contract.</p> <p>Leadership will coordinate parent enrollment and teacher support.</p>	<p>SPSA Plan</p> <p>Evidence of class family attendance during lessons</p>	<p>Increase meaningful student, family and community engagement by 10 % measured by an increase in parent volunteers and attendance to school events</p>	Tier 2

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority:	Increase teacher collaboration to provide high quality instruction that is standard based and culturally relevant.
School Theory of Change:	All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers participate in regular collaboration time in PLCs to look at student work, assessments, and data to improve instruction.	Provide regular collaboration time to analyze data.	Teacher align instructional strategies vertically/horizontally focusing on conceptual understanding and application at each grade level.	Students in grades 3-5 will increase their SBAC scores +10 points DFS Reclassification rates will increase by 20%	Tier 1
4-2	Teacher will implement instructional PD strategies in the classroom	ILT will plan and deliver PD cycles focused on student talk in all content domains. PD Cycles will define guiding questions, goals and will make explicit connections to OETF.	Walkthrough and schedules	All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.	
4-3	Develop and use rubrics to define mastery for students' communication of ideas. Rubric criteria will include, at a minimum, vocabulary, language structures and verbal reasoning.	ILT will create a PD Cycle on Student Talk and Rubric	Instructional Rounds to observe GLAD Routines	All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.	
4-4	Teachers will increase student talk by utilizing GLAD strategies	Professional learning cycle to support grade-level collaboration to plan for student talk within the instruction ILT conducts Instructional Rounds and facilitates peer observations to calibrate on the student talk rubric.	Principal walkthrough with observational evidence of lessons that prioritize student talk as measured by a student talk rubric PLC and lesson plans that indicate collaboration to support student talk within the curriculum (evidence of GLAD strategy use)	Students in grades 3-5 will increase their SBAC scores +10 points DFS Reclassification rates will increase by 20%	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Create an inclusive environment for Black students
School Theory of Change:	All Black students will feel welcomed and engaged to be active learners at Global Family
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-2	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Pd cycle in the PD calendar	All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.	
5-4	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Recruit Parents of black students in leadership roles	Increase # of parents in leadership role	Increase meaningful student, family and community engagement by 10 % measured by an increase in parent volunteers and attendance to school events	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Provide ALL students Designated ELD				
School Theory of Change:	If all ELL Students receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of standards-based, consistent, daily Designated ELD using the Advance Designated ELD curriculum then our reclassification rate will increase by 5% and the percentage of students earning an ELPAC overall score of 4 will increase by 10%, each successive year. (ELD Cycle)				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-2	Teachers will hold differentiated ELD groups	Instructional Leadership Team English Language Learner data dive at least 2x/year to evaluate and adjust language program and instruction	Master Calendar	By December students in grades 1-5 will increase their I-READY English and Spanish scores by 10%. By December 2023, 80% of the students will master letter names and letter sounds in both languages in Kindergarten as measured by DIBELS and EDL.	Tier 1
6-3	Teachers will provide differentiated small group reading instruction.	Leadership will support teachers in creating establishing small groups.	Teacher schedule	Students in grades 3-5 will increase their SBAC scores +10 points DFS Reclassification rates will increase by 20%	Tier 1
6-4	Teachers use language acquisition skills to engage ELL	TSA will provide a PD cycle on Language acquisition to the staff highlighting skills	PD cycle in the PD calendar	All teachers will receive targeted professional development aligned with coaching to support instruction and differentiation in class.	Tier 1

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will share with parents the importance of coming to school through a series of workshops. Leadership will share with teachers a list of their students with chronic absenteeism. Leadership will coordinate the Coordination of Services Team, Student Study Team, Student Attendance Review Team, Student Attendance Review Board, and additional problem-solving meetings as appropriate to support attendance difficulties.	114-1
Contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will share with parents the importance of coming to school through a series of workshops. Leadership will share with teachers a list of their students with chronic absenteeism. Leadership will coordinate the Coordination of Services Team, Student Study Team, Student Attendance Review Team, Student Attendance Review Board, and additional problem-solving meetings as appropriate to support attendance difficulties.	114-2
Teacher, Structured English Immersion	\$127,087	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in Math, English Language Art, Spanish Language Art, and English/Spanish Language Development	114-3

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
12-Month Teacher on Special Assignment (TSA)	\$8,131	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	9477	12-Month Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Principal and TSAs will support grade level PLCs to analyze data, identify focal students and define learning targets for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will model and support the expectations of small group support and provide tools for progress monitoring.	114-4
Social Worker	\$51,796	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	New	Social Worker	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	The leadership team will lift family engagement in Student Study Team meetings COST team will coordinate mental health services provided mental health interns and community partners	114-5
Restorative Justice Facilitator	\$136,344	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	The leadership team will lift family engagement in Student Study Team meetings COST team will coordinate mental health services provided mental health interns and community partners	114-6
12-Month Community School Manager	\$40,273	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	2434	12-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Global Family will fund a full time Community School Program Manager to support with the culture and climate at Global. Leadership will provide teachers with lesson plans, examples, and a schedule to teacher school wide expectations.	114-7
Conference	\$9,000	California Community Schools Partnership Program	5220	Conference Expense	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will provide culturally relevant activities in the classroom and opportunities to participate in school wide events.	114-8

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Mental Health Interns	\$22,000	California Community Schools Partnership Program	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	The leadership team will lift family engagement in Student Study Team meetings COST team will coordinate mental health services provided mental health interns and community partners	114-9
Food corp from OUSD Central Kitchen	\$6,000	California Community Schools Partnership Program	5758	Food	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership team will create communication system for all families beyond robocall (e.g., monthly newsletter). Leadership with updated website for Global family to maintain basic school information. Leadership will hold Cafecitos, Town Halls, and family workshops as well as celebrations, family-led meetings, and make concerted effort to include families in all leadership teams. Leadership will provide minimum days for the first week of school (Tk-5) and two additional weeks for TK and K.	114-10
Safe passages contract	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will share with parents the importance of coming to school through a series of workshops. Leadership will share with teachers a list of their students with chronic absenteeism. Leadership will coordinate the Coordination of Services Team, Student Study Team, Student Attendance Review Team, Student Attendance Review Board, and additional problem-solving meetings as appropriate to support attendance difficulties.	114-11

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Dance contract	\$34,369	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will calendar events throughout the school year for teachers to incorporate activities in the classroom.	114-12
STIP Teacher	\$87,538	Early Literacy Support Block (ELSB) Grant	1105	Certificated Teachers' Salaries	3896	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in Math, English Language Art, Spanish Language Art, and English/Spanish Language Development	114-13
10-Month Classroom Teacher on Special Assignment (TSA)	\$89,844	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	8378	10-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Principal and TSAs will support grade level PLCs to analyze data, identify focal students and define learning targets for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will model and support the expectations of small group support and provide tools for progress monitoring.	114-14
Extended Contract	\$1,012	Early Literacy Support Block (ELSB) Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Leadership will ensure teachers attend district training and get support to interpret iReady data. Instructional Leadership Team develop PL cycle for vocabulary instruction in Language Arts, Math and Science.	114-15

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
SEL contract	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills . Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	114-16
STIP Teacher	\$97,253	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8279	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in Math, English Language Art, Spanish Language Art, and English/Spanish Language Development	114-17
Early Literacy Tutor	\$29,366	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7985	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-18
Early Literacy Tutor	\$29,366	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7986	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-19
Early Literacy Tutor	\$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7987	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-20
Supplies	\$20,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will use grade level complex text and unit assessment data to drive instruction	114-21

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Refreshment	\$2,260	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	114-22
Copy Machine Maintenance	\$3,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will use grade level complex text and unit assessment data to drive instruction	114-23
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$5,221	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will collaborate to implement vocabulary instruction routines and pre/post assessments for each content area.	114-24
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$36,005	LCFF Supplemental	1105	Certificated Teachers' Salaries	2916	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will collaborate to implement vocabulary instruction routines and pre/post assessments for each content area.	114-25
STIP Teacher	\$87,643	LCFF Supplemental	1105	Certificated Teachers' Salaries	4296	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will deliver targeted intervention (Tier 2) to students not responding to the Tier 1 instruction in Math, English Language Art, Spanish Language Art, and English/Spanish Language Development	114-26
Teacher, Bilingual	\$108,335	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Teacher, Bilingual	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers think critically about their foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3.	114-27

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended Contract	\$12,500	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Leadership will ensure teachers attend district training and get support to interpret iReady data. Instructional Leadership Team develop PL cycle for vocabulary instruction in Language Arts, Math and Science.	114-28
Substitutes	\$10,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Leadership will ensure teachers attend district training and get support to interpret iReady data. Instructional Leadership Team develop PL cycle for vocabulary instruction in Language Arts, Math and Science.	114-29
Social Worker	\$12,949	LCFF Supplemental	1205	Certificated Pupil Support Salaries	New	Social Worker	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	The leadership team will lift family engagement in Student Study Team meetings COST team will coordinate mental health services provided mental health interns and community partners	114-30
Noon Supervisor	\$19,962	LCFF Supplemental	2905	Other Classified Salaries	9091	Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will promote positive relationships with students in class and on the yard by implementation of Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) practices with a focus on relationship skills . Teachers will Increase student engagement in Positive Behavior and Social Emotional Learning practices by conducting daily community/morning circle.	114-31
Supplies	\$15,660	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers will collaborate to enhance their classroom libraries so that all students have access to culturally relevant, rigorous texts that they can use during small group instruction and independent reading time.	114-32

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Conference	\$10,000	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teacher will implements what is taught in PD, in the classroom.	114-33
Book Trust Contract with Scholastic	\$7,500	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will identify criteria for achievement recognition Leadership will form a literacy team that reviews goals and maintains data walls Leadership will Calendar Family Reading Open House Apply for and allocate resources for a Literacy Night once a year for parent, student, and community participation	114-34
12-Month Teacher on Special Assignment (TSA)	\$152,873	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	9477	12-Month Teacher on Special Assignment (TSA)	0.95	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Principal and TSAs will support grade level PLCs to analyze data, identify focal students and define learning targets for small group Literacy intervention using Early Literacy Tutors, TSAs and STIP subs. TSA will model and support the expectations of small group support and provide tools for progress monitoring.	114-35
To be allocated in Fall 2023.	\$1,544	Literacy Coaches & Reading Specialists Grant	4399	Unallocated	n/a	n/a	n/a	n/a	i-Ready Reading at or above Mid-Grade	Provide coaching for K-2 teachers on foundational skills Create and deliver PD cycle on Early Literacy.	114-36
Library Technician	\$80,392	Measure G, Library Support	2205	Classified Support Salaries	7723	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Schools provide a schedule for regular planning time for each grade level	114-37

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,195	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7985	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-38
Early Literacy Tutor	\$4,195	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7986	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-39
Early Literacy Tutor	\$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7987	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-40
Early Literacy Tutor	\$29,679	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	5268	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-41
ESL classes extended contract	\$3,980	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will allocate funding for teacher extended contract. Leadership will coordinate parent enrollment and teacher support.	114-42
Teacher, Bilingual	\$27,084	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	New	Teacher, Bilingual	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers think critically about their foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3.	114-43
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$54,007	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2916	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will collaborate to implement vocabulary instruction routines and pre/post assessments for each content area.	114-44

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialist, Bilingual	\$25,512	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3883	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Teachers will monitor their students attendance and stress the importance of coming to school everyday	114-45
12-Month Community School Manager	\$40,273	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	2434	12-Month Community School Manager	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Global Family will fund a full time Community School Program Manager to support with the culture and climate at Global. Leadership will provide teachers with lesson plans, examples, and a schedule to teacher school wide expectations.	114-46
Licenses	\$2,374	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-47
Supplies	\$3,000	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-48
STEAM program	\$5,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Admin will provide teachers with Smartboards	114-49
Fieldtrip transportation	\$1,500	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will calendar events throughout the school year for teachers to incorporate activities in the classroom.	114-50

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Fieldtrip admission fees	\$450	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will calendar events throughout the school year for teachers to incorporate activities in the classroom.	114-51
Early Literacy Tutor	\$29,679	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	5268	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will provide targeted Literacy intervention using iReady diagnostic Reading Comprehension results.	114-52



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Global Family Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

This Policy was adopted by Global Family Elementary School on 8-30-22, and will be in effect for the period of 8-8-22 to 5-25-23.

The school will distribute this policy to all parents on or before September 30, 2022.

Name of Principal: Juan Vaca

Signature of Principal : /s/ Juan Vaca

Date: 8-30-22

[Please attach the School-Parent Compact to this document.](#)

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

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

Global Family Elementary

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

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

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

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

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

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

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

- Oportunidades de clases para aprender Inglés para familias

OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Programa de voluntariado para padres

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

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

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

OUSD Family Engagement Standard 4: Aprendizaje en el hogar

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Colaboración comunitaria y recursos

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

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

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

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

Esta Póliza fue adoptada por la Escuela Primaria Global Family el 8-30-22 y estará vigente durante el período del 8-8-22 al 5-25-23.

La escuela distribuirá esta política a todos los padres antes del 30 de septiembre del 2022.

Nombre del director: Juan Vaca

Firma del director: /s/ Juan Vaca

Fecha: 8-30-22

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



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

School-Parent-Student Compact

Global Family Elementary

2022-23

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 2022-23 school year.

School Responsibilities

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

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

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

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - a) Parents and Families participate in conferences to review elementary report cards.
 - b) Parent Workshops

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

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - a) Global Family has "Cafecitos" for families and community school manager to meet at a regular time to give parents an opportunity to discuss volunteer options.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
 - a) Global holds parent workshops at least 2-3 times a year to support parents learning at-home strategies and materials to support learning.
 - b) Teachers send home materials for parents to use such as online portal access (like RAZ kids), books, flashcards, etc. to support learning.
 - c) Parent-teacher conferences to outline goals and action plans.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
 - a) Engaging parents/families in the planning process for parent/family workshops.
 - b) Asking parents and parent leaders to share needs/requests and parent leader meetings.
 - c) Monthly family newsletters to support school-family-community partnerships

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

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

Teacher Responsibilities

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by Global Family Elementary School on 8-30-22, and will be in effect for the period of 8-8-22 to 5-25-23.

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, 2022.

Signature of Principal: /s/ Juan Vaca

Date: 8-30-22

Pacto Escuela-Padres-Estudiante

Global Family

2022-23

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 2022-23.

Responsabilidades de la escuela

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

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

- Reuniones de padres líderes con la administración incluyendo Cafecito.
- 5. Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**
- Global Family organiza “Cafecitos” en los cuales el gerente comunitario de la escuela y las familias asistentes se reúnen regularmente. Con ello se da una oportunidad a los padres para discutir las diferentes opciones de voluntariado.
- 6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
- Global Family organiza talleres para padres al menos 2-3 veces al año para apoyar a los padres aprendiendo estrategias y materiales para poder apoyar a sus hijos en su aprendizaje en la casa.
 - Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como RAZ), libros, tarjetas, etc. para apoyar el aprendizaje.
 - Conferencias de padres y maestros para establecer metas y planes de acción.
- 7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios igualitarios.**
- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
 - Pedir a los padres y padres líderes que compartan necesidades/solicitudes y reunión de padres-administradores
 - Boletines informativos mensuales para la familia para apoyar las asociaciones entre la escuela, la familia y la comunidad
- 8. Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
- Mandar llamadas y mensajes automáticos al hogar con el lenguaje apropiado.
 - Enviando a casa calendarios mensuales con evento
 - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela, entre familias y maestros, talleres de nivel de grado y juntas de “Cafecito” para reuniones entre familias y líderes escolares.
 - Reuniones de padres-líderes y reuniones de SSC con la administración, en las que hay TRADUCCIÓN para familias de habla hispana.

Responsabilidades del maestro

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

Responsabilidades de los padres

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

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

Responsabilidades del estudiante

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

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

Este Pacto fue adoptado por la Escuela Primaria Global Family el 8-30-22 y estará vigente durante el período del 8-8-22 al 5-25-23.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participen en el programa Título I, Parte A, el 30 de septiembre de 2022 o antes.

Firma del director: /s/ Juan Vaca

Fecha: 8-30-22



Strategic Resource Planning (SRP)

GLOBAL ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Lynda Palma
Vice Chairperson:	Maria Rivas
Secretary:	Mario Montesino

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Juan Vaca	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Mario Montesino	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Carol Carey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Eva Beleche	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Lynda Palma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Blanca Robles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Idalma Cordova	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Maria Rivas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Miriam Lopez Carrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Delilah Daniels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of the Month at 3:30PM
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SSC Legal Requirements (EC Sections 65000-65001):

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

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