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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Global Family Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Global Family Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Global Family Elementary School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Global Family Elementary School
CDS Code: 1612590115584
Principal: Juan Vaca
Date of this revision: 4/15/2025

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: 4/15/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Global Family Elementary School

Site Number:

114

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/15/2025

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

Juan Vaca

Signature

5/13/2025

Date

Rosario Duenas

SSC Chairperson

Rosario Duenas

Signature

5/13/25

Date

SELLS Representative (optional)

Signature

Date

Monica Thomas

Network Superintendent

Monica Thomas

Signature

5/14/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/14/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|-------------------|---|
| 2/11/2025 | SSC | Looked at the actions and strategies in the SPSA and identified strengths and areas of improvement. |
| 2/18/2025 | ILT | Look at our goals and assess our current situation. |
| 2/24/2025 | Faculty Council | |
| 3/11/2025 | SSC | Looked over the needs assessment and reminded |
| 3/17/2025 | Faculty Council | |
| 3/18/2025 | ILT | |
| 4/15/2025 | SSC | 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$161,690.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$991,452.23 |

Federal, State, and Local Funds

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

| Federal Programs | Allocation |
|--|------------------|
| Title I, Part A Schoolwide Program (#3010) | \$157,320 |
| Title I, Part A Parent & Family Engagement (#3010) | \$4,370 |
| 21st Century Community Learning Centers (Title IV, Part B #4124) | \$0 |
| Comprehensive Support & Improvement (CSI) Grant (#3182) | \$0 |
| | |
| SUBTOTAL OF FEDERAL FUNDING: | \$161,690 |

| |
|--|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: |
| \$991,452.23 |

| State and Select Local Resources | Allocation |
|---|------------------|
| LCFF Supplemental (#0002) | \$44,000 |
| LCFF Equity Multiplier (#7399) | \$0 |
| Expanded Learning Opportunities Program (ELO-P) (#2600) | \$150,000 |
| After School Education & Safety (ASES #6010) | \$133,033 |
| Community Schools Grant (CCSPP #6332) | \$424,653 |
| Proposition 28 (Arts & Music in Schools #6770) | \$78,076 |
| | |
| | |
| SUBTOTAL OF STATE & LOCAL FUNDING: | \$829,762 |

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

| | | |
|---|---------------------------|-----------------------------|
| School Name: Global Family Elementary School | | School ID: 114 |
| CDS Code: 1612590115584 | SSC Approval Date: | Board Approval Date: |

School Mission and Vision

Vision: Global family students are bilingual and biliterate, ready to met the challenges of the 21st century. They are critical thinkers, creative problem solvers, and competent writers. They have multicultural awareness and competence.

Mission: Global Family prepares students to be bilingual and bi-literate citizens, ready to meet the challenges of the 21st century by providing a rigorous academic program focused on critical thinking, problem solving, and writing. We are committed to developing multicultural awareness and competence in our students through a focus on the safety, prosperity, and lifelong learning needs of our community.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2023-24

| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
|----------|--------------------------|----------|--------------------|----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 51.1% | 1.7% | 94.8% | 0.2% | 0.0% | 14.0% | 98.1% | 83.9% | 1.7% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 48.9% | 0.0% | 1.0% | 0.0% | 0.5% | 0.0% | 97.9% | 15.6% | 90.9% |

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

| | |
|--------------------------------|---|
| School Goal: | By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp |
| Identified School Need: | Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas." |

Early Literacy Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|---------------------|--------------------|-------------------------------|-------------------|
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten) | All Students | 28.3% | 18.5% | not available until fall 2025 | 38.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1) | All Students | 34.2% | 34.4% | not available until fall 2025 | 44.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2) | All Students | 55.9% | 43.5% | not available until fall 2025 | 65.0% |

English Language Arts Measures & Targets

| Measure *SBAC & CAST exclude 10% penalty, if applicable. | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|---------------------|--------------------|-------------------------------|-------------------|
| SBAC ELA Distance from Standard Met | All Students | -93.3 | -92.7 | not available until fall 2025 | -83.3 |
| SBAC ELA Participation | All Students | 98.5% | 98.4% | not available until fall 2025 | 95.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5) | All Students | 53.8% | 51.1% | not available until fall 2025 | 63.0% |

Mathematics/Science Measures & Targets

| Measure *SBAC & CAST exclude 10% penalty, if applicable. | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|---------------------|--------------------|--------------------|-------------------|
|---|----------------------|---------------------|--------------------|--------------------|-------------------|

| | | | | | |
|---|--------------|--------|-------|-------------------------------|-------|
| SBAC Math Distance from Standard Met | All Students | -102.2 | -92.6 | not available until fall 2025 | -92 |
| SBAC Math Participation | All Students | 92.6% | 92.6% | not available until fall 2025 | 95.0% |
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | 5.7% | 6.9% | not available until fall 2025 | 15.0% |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 6.6% | 9.7% | not available until fall 2025 | 16.0% |
| California Science Test (CAST) Participation | All Students | 96.8% | 98.4% | not available until fall 2025 | 95.0% |

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

| | |
|--------------------------------|---|
| School Goal: | By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY |
| Identified School Need: | - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly |

Academic Measures & Targets for Focal Student Groups

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|--|----------------------------|------------------|-----------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met | Special Education Students | -165.8 | -179 | not available until fall 2025 | -83.3 |
| SBAC ELA Distance from Standard Met | English Learners | -111.3 | -121.8 | not available until fall 2025 | -101.0 |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5) | Special Education Students | 70.6% | 81.1% | not available until fall 2025 | 60.0% |

| SBAC Math Distance from Standard Met | Special Education Students | -178.9 | -160.2 | not available until fall 2025 | -92 |
|---|----------------------------|------------------|-----------------|-------------------------------|----------------|
| SBAC Math Distance from Standard Met | English Learners | -113.4 | -109.0 | not available until fall 2025 | -103.0 |
| Reclassification Measures & Targets *Reference Stages of ELD Data slides | | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| ELL Reclassification | English Learners | 12.0% | 7.7% | not available until fall 2025 | 22.0% |
| LTEL Reclassification | Long-Term English Learners | 14.3% | 16.7% | not available until fall 2025 | 24.0% |

| LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | | | | | |
|---|---|------------------|-----------------|-------------------------------|----------------|
| School Goal: | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% | | | | |
| Identified School Need: | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| Student Connectedness to School | All Students | 55.4% | | not available until fall 2025 | 65.0% |
| Out-of-School Suspensions | All Students | 1.8% | 1.6% | not available until fall 2025 | 0.0% |
| Out-of-School Suspensions | African American Students | 22.2% | 60.0% | not available until fall 2025 | 0.0% |
| Out-of-School Suspensions | Special Education Students | 4.8% | 7.5% | not available until fall 2025 | 0.0% |
| Chronic Absenteeism | All Students | 62.0% | 30.2% | not available until fall 2025 | 15.0% |
| Chronic Absenteeism | African American Students | 62.5% | 66.7% | not available until fall 2025 | 15.0% |

| LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity. | | | | | | |
|--|--|--|---------------------|--------------------|-------------------------------|-------------------|
| School Goal: | | By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data. | | | | |
| Identified School Need: | | Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. | | | | |
| Measure | | Target Staff Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| One-Year School Teacher Retention Rate | | All Teachers | 85.3% | 82.9% | not available until fall 2025 | 95.0% |

1C: STRENGTHS & CHALLENGES

| Goal Area: | School Goal: | Priority Strengths |
|---------------------|---|---|
| <i>LCAP Goal 1:</i> | <i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> | <i>Early Literacy: We have three exceptional Literacy tutors trained in SIPPS and work with multiple groups daily. SIPPS Implementation: SIPPS instruction is being delivered in grades K-3 at the student's level. ELD: ELD is leveled off throughout the school, and every student receives ELD at their level. Coaching: We have three TSAs that observe, model, plan, and occasionally analyze data with teachers. Push in Support: The interventionist is pushing to provide academic support in Spanish in grade K-2nd.</i> |
| <i>LCAP Goal 2:</i> | <i>By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> | <i>CEA Participation: We have a high percentage of participation in taking the assessment. RSP Aide: The RSP aid pushes consistently in classrooms to support students with their academic goals ENTL Support: The ENTL provides intense guided support to newcomer students (N0-N2). Professional Development: PD is provided weekly with opportunities to collaborate with colleagues.</i> |

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| <p><i>LCAP Goal 3:</i></p> | <p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p> | <p><i>CSM: We have a full-time CSM who works closely with our attendance specialist to address chronic absenteeism.</i></p> <p><i>Reward and Recognition: Students are recognized monthly for perfect attendance with throe picture i nthe hallway, and rewards with an In and Out card.</i></p> <p><i>Attendance Team: We have established an attendance team that meets weekly to discuss various cases and action plans to reduce the number of students with chronic absenteeism and monitor the students at risk.</i></p> |
| <p><i>LCAP Goal 4:</i></p> | <p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p> | <p><i>- We have four veteran teachers on special assignment who provide coaching and support new teachers with unpacking a curriculum.</i></p> <p><i>- Consistant weekly walkthroughs and concise feedback</i></p> |

| Goal Area: | School Goal: | Priority Challenges |
|--------------|---|--|
| LCAP Goal 1: | <p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> | <p><i>Attendance: We have personnel with a high number of absences, limiting the instructional days a student gets from their teacher. We still have student absent frequently and are pulled earlier.</i></p> <p><i>New staff: We have new staff to the country and Global Family assimilating to life in Oakland and familiarizing themselves with the new curriculum.</i></p> <p><i>Curriculum Implementation Alignment: There is a lack of vertical alignment, and the majority of our students are not on when they enter their new grade.</i></p> <p><i>Collaboration: Collaboration happens at the superficial level. There is a lack of agreement on who teaches what, and they end up working in silos.</i></p> <p><i>Data Analysis: The teachers look at data, but struggled to make meaning an insrcutioanl moves to address the concern.</i></p> <p><i>Pacing: Many of my teachers have difficulty sticking to the pacing and are forced to condense lessons to get back on track.</i></p> <p><i>Multiple years below grade level: We have students who are multiple years below grade level and are missing critical fundamental skills.</i></p> <p><i>Large number of newcomer students: We have a large number of ELL student who need targeted supports,</i></p> |

| | | |
|---------------------|---|---|
| <p>LCAP Goal 2:</p> | <p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | <ul style="list-style-type: none"> - Intervention: Due to schedule complexities, there is a lack of after-school support and a lack of Tier 2 support in the class during the day. - Prior preparation: Limited evidence of prior preparation of lessons - Rigor: The rigor is not grade level, and students are not pushed because it is assumed ELLs can't do it - Limited collaboration with RSP: Teachers are not familiar with the students IEP goals - Too many deliverables and not enough time to do every do all of them well. |
| <p>LCAP Goal 3:</p> | <ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% | <p>Chronic absenteeism is still high: We have 22.9 students identified with chronic absenteeism. Even though students are recognized for perfect attendance and best class attendance, we need to be proactive in getting parents to see the importance of getting their kids to school. Attendance contracts, Parent workshops, identifying students with a hx of chronic absenteeism, and crate safety net for students on the trajectory of falling into chronic absenteeism.</p> <p>Suspensions: the number of URFs that come to the office is limited; when they do, the reasons often do not merit a URF. Very rarely do we suspend a student, but it has happened. Before using suspension as an action step, students are allowed to repair. We need a consequence protocol that is followed consistently throughout school so we all can be aligned on how to react to problems that arise</p> |

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|----------------------------|--|--|
| <p><i>LCAP Goal 4:</i></p> | <p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p> | <p><i>-PLC: PLC needs to be meaningful to the teacher with a clear direction. There is resistance in the purpose of PLC.</i></p> <p><i>Teacher Voice: Teachers do not feel heard, and their needs are not being met</i></p> <p><i>Identifying complexities in the curriculum: There are complexities with the curriculum that teachers want to discuss, but PD minutes are taken up</i></p> <p><i>Differentiated New Teacher support: New teachers are attending PD but not getting it. They are a couple of steps behind teachers who have been at Global for a couple of years.</i></p> <p><i>Inclusive Culture: There's a lot of work that needs to happen in the school to improve school culture</i></p> <p><i>Lack of systems: We need a tight system that staff can follow to help with communication, clarity, and organization.</i></p> <p><i>Coaching: It has to be meaningful, in partnership, and attainable</i></p> |
|----------------------------|--|--|

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Global Family Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

The plan was to begin the year strong, fully staffed, and ready to hit the ground running. Unfortunately, we were hit with a late separation and struggled to find quality candidates. We scrambled to find a replacement, and it took longer than expected. I asked support staff to cover and fill in while candidates were onboarding, putting our plan on hold. Once fully staffed, we started to make positive traction in implementing the strategies and actions in SPSA.

One of our main goals was to accelerate learning through quality instruction. We carved out time for teachers to intellectually prep, analyze data, and create action steps. Many appreciated the time, but unfortunately, there was a lack of understanding of how to intellectually prep and calculate action steps from the analysis. We monitored the implementation of the curriculum through learning walks, data conferences, and feedback. Walkthroughs were consistent, but we struggled to provide consistent feedback. New Teachers were provided coaching and modeling of lessons to support their learning.

Many Global Family students are English Language Learners and are close to reclassifying. Our strategies and actions are tied to how well we accelerate learning and fill in the gaps to increase student reclassification percentages. As a result, we double down on interventions, leverage the dominant language, and strengthen foundation skills.

Our Culture and Climate needed some work, so we doubled down by hiring a new CSM. We tightened up systems and made solid connections with the community. COST was efficient, and Sown to Grow was launched to monitor SEL at school.

To build the capacity of teachers to provide high-quality instruction, we need meaningful PLC time spent on looking at students' work to inform instruction. This expectation was difficult for the teacher I serve and presented high resistance. Our new teachers received coaching by our support staff, but some teachers were reluctant to ask for help.

Year after year, we struggle to provide consistent, high-quality ELD. With a new curriculum this year, We used the opportunity to train everyone and deputized our Spanish teacher to teach ELD instruction to a group of students. Students were grouped according to their levels, and each grade level did ELD simultaneously, making scheduling extremely complicated. Time was provided for unpacking, but never enough. We conducted learning walks to see ELD and inform PLC content.

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

Time: The teachers used the release time productively. They had time to align instructional schema and analyze data. Teachers were able to unpack curriculum allowing them to plan strategically with their grade level.

Coaching/Modeling: Our TSAs provided coaching to our new staff. New teachers appreciated the feedback but still needed to build confidence in delivering a new curriculum TSA's observed and provided feedback. Extended contracts were offered, and teachers stayed after school

Foundation Skills: All teachers K-3 teachers strengthened students' foundational skill levels with SIPPS. Literacy tutors provided tier 2 support for struggling students. TSAs monitored the execution of the curriculum, and students passed mastery tests

ELD: ELD was happening in every grade level. Teachers received training and time to unpack the new curriculum. TSAs support certain grade levels by teaching class, and ELD was being delivered at the students level.

Monitor: The support staff conducted weekly walkthroughs to observe high-quality instruction and student engagement. We provide feedback on ways to increase student engagement.

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.

After looking at strategies and comparing them with what is in practice, we have been faithful to the SPSA. Now, I do see areas that can improve. For example, PLC can be more structured with a clear direction as to why we are doing the task with clear next steps. If we tighten the PLC space, teachers might feel confident about what happens there. Clarity on TSA roles is another area that can be improved, allowing us to create a system where we are responsive, not reactive.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| Title I Expenditure Code (this column will be hidden eventually) | Title I Expenditure (describe expenditure in column a) | Target Addressed by Expenditure | Actions/Activities (e.g., what does this person or program do?) | What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data. | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|--|--|--|--|---|---|
| 4410 - Equipment < \$5,000 | Technology | i-Ready Reading at or above Mid-Grade | laptops, smart board are used to provide student with access grade level content througih iReady | 1:1 devices for students in upper grades | It depends on the needs. we still need to complete a technology inventory. |
| 1122 - Teachers Salaries Extra Comp | Interventions after school | i-Ready Reading at or above Mid-Grade | Teacher provides targeted instruction to 5 students 3X a week for 30 min. | 100% of students served have made postive gains in their iReady assessemnt | Students receiving these interventions are making gains. I plan to continue this servcie for students and will encourage other teachers to do the same. |

| | | | | | |
|-------------------------------------|---|---------------------------------------|---|---|--|
| Attendance Specialist Bil | Montior Attendacne and supprot with tackling chronic absenteeism. | Chronic Absenteeism | The attendace clerk meets weekly withteh CSM and MTSS partner to action plan on how to address chronic absenteeism (recognition for postive attendace, monthly perfect attendacne, class competitions, ect) | Decrease in chronic absenteeism (23-24: 31% 24-25: 21%) | Our attendacne specialist builds relationships with families making the attednace conversations seamless. I plan to continue with the positon. |
| Teacher STIP | SIPPS Intervention | i-Ready Reading at or above Mid-Grade | The STIP works with multiple small groups a day and focuses on foundational skills. | We are noticing a growth in SIPPS mastery tests completion compared to last school year, and growth in the Fall phonics data compared to Mid year phonics data. 1st: 7% to 16% 2nd: 8% to 21% | We are not allowed to hire STIPS in 25-26 |
| 1122 - Teachers Salaries Extra Comp | ESL classes | Student Connectedness to School | 30 parent attended our ESL class twice a week. | We have an average 20 parents attending ESL classes twice a week. Unfortunately, we started the program late. | Parents find the ESL class useful. We will continue. |
| 5825 - Consultants | Workshops | Student Connectedness to School | Funds are being repurposed | TBD | TBD |

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

| | | | |
|----------------|---------------------------------|-------------------|-----|
| School: | Global Family Elementary School | SCHOOL ID: | 114 |
|----------------|---------------------------------|-------------------|-----|

3: SCHOOL STRATEGIES & ACTIVITIES

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

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

| | |
|-------------------------|---|
| School Goal: | By May 2026, we will increase the performance of K-5 students in ELA, SLA, and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA, SLA, and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp |
| Identified Need: | Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas." |

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|--|-----------------|--|---|
| 1-1 | Provide teachers with release time to intellectually prep, analyze data, and create actions steps. | All Students | Academic | Tier 1 - Universal |
| 1-2 | Monitor and support the implementation of high quality core curriculum through learning walks, data conferences, feedback, with continous follow up. | All Students | Academic | Tier 1 - Universal |
| 1-3 | Time for high quality planning, implementation of student engagement strategies, anchor lessons with strong learning objectives, and rigor in the delivery of the lesson | All Students | Academic | Tier 1 - Universal |
| 1-4 | Provide teachers with support through coaching, professional development, data analysis, and structured PLC | All Students | Academic | Tier 1 - Universal |
| 1-5 | Teachers will leverage the power standards in the core curriculum, aligning vertically and by grade level. | All Students | Academic | Tier 1 - Universal |
| 1-6 | Monitor chronic absenteeism | All Students | Academic | Tier 1 - Universal |
| 1-7 | Provide teachers with supplies to provide quality instruction | All Students | Academic | Tier 1 - Universal |

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

| School Goal: | | By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | | |
|-------------------------|---|---|--|---|
| Identified Need: | | - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 2-1 | Support staff will provided Tier 2 support throughout the school year. | English Learner Students | Academic | Tier 2 - Supplemental |
| 2-2 | 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 | English Learner Students | Academic | Tier 2 - Supplemental |
| 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 | All Students | Academic | Tier 1 - Universal |
| 2-4 | Teachers in K-2 provide foundational skills instruction and how they leverage curriculum materials within a dual-immersion context and targeted Tier 1, 2, & 3. | All Students | Academic | Tier 1 - Universal |
| 2-5 | Provide students with access to books at home | All Students | Academic | Tier 1 - Universal |

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

| School Goal: | | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% | | |
|-------------------------|--|---|--|---|
| Identified Need: | | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 3-1 | Attendance: Leadership will create and calendar dates to publically celebrate positive attendance, academic success, and SEL expectations. | All Students | Behavioral | Tier 1 - Universal |

| | | | | |
|-----|---|--------------|---------------------|----------------------|
| 3-2 | Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort of build strong parent leaders. | All Students | Academic | Tier 1 - Universal |
| 3-3 | Culture and Climate 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. | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-4 | Academic 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. | All Students | Academic | Tier 3 - Intensified |
| 3-5 | Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-6 | Schedule monthly assemblies lead by student leaders | All Students | SEL / Mental Health | Tier 1 - Universal |

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

| | |
|-------------------------|--|
| School Goal: | By May 2026, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. |
| Identified Need: | Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. |

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---|-----------------|--|---|
| 4-1 | Teachers participate in regular collaboration time in PLCs to look at student work, assessments, data, and plan to improve instruction. | All Students | Academic | Tier 1 - Universal |
| 4-2 | Teachers will receive coaching and support from the TSAs | All Students | Academic | Tier 1 - Universal |
| 4-3 | Teachers will continue to implementing Sown to Grow and new teache will receive supooort as needed | All Students | SEL / Mental Health | Tier 1 - Universal |
| 4-4 | Principal will identify direct support for new teachers, including coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year. | All Students | Academic | Tier 1 - Universal |

| CONDITIONS FOR BLACK STUDENTS | | Instructions & resources | | |
|-------------------------------|--|--------------------------|--|---|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 5-1 | Teachers are knowledgeable of the opportunity gap and have high expectations for students of color. | African American | Academic | Tier 1 - Universal |
| 5-2 | Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings | African American | SEL / Mental Health | Tier 1 - Universal |

| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS | | <i>Stages and Actions for ELD Implementation</i> | | |
|--|---|--|--|---|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 6-1 | Teachers will coordiante to have designated ELD groups using the Benchmark Express ELD Curriculum | English Learner Students | Academic | Tier 1 - Universal |
| 6-2 | Teachers will leverage the dominant language (L1) to build the second language (L2) through translanguaging | English Learner Students | Academic | Tier 1 - Universal |
| 6-3 | Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, Benchmark, Eureka Squared, FOSS) | English Learner Students | Academic | Tier 1 - Universal |
| 6-5 | Implement intergrated ELD through GLAD strategies, academic discussion, Before-During-After Reading strategies, and language scaffolds. | English Learner Students | Academic | Tier 1 - Universal |

PROPOSED 2025-26 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 | DESCRIPTION OF STUDENT NEED | RELATED SPSSA ACTIVITY | BUDGET ACTION NUMBER |
|---|---------------|--|-------------|--|-----------------|---|-----|-------------------|-----------------------------|---|----------------------|
| BACR will offer an after-school enrichment program that promotes collaboration, respect, and teamwork while providing students with activities to build their confidence and self-esteem. | \$108,033 | After School Education & Safety (ASES) | 5100 | Subagreements For Services | n/a | n/a | n/a | | | Culture and Climate 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. | 114-1 |
| BACR will collaborate with community organizations to offer students in the after-school program opportunities in dance, music, sports, and leadership. | \$25,000 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | | | Culture and Climate 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. | 114-2 |
| A portion of the art teacher's salary. Provide students with the opportunity to engage with various Art mediums and provide access to the different forms of learning. | \$18,931 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | 2916 | Teacher, Elementary Educational Enhancement/Intervention Program (EEIP) | 0.2 | | | Provide teachers with release time to intellectually prep, analyze data, and create actions steps. | 114-3 |
| A portion of the music teacher's salary. Provide teachers with release time to intel | \$29,868 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | 10051 | Teacher, Elementary Educational Enhancement/Intervention Program (EEIP) | 0.2 | | | Provide teachers with release time to intellectually prep, analyze data, and create actions steps. | 114-4 |
| Extended Contract Support staff will provided Tier 2 support throughout the school year. | \$16,000 | Arts & Music in Schools (Proposition 28) | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | | | Support staff will provided Tier 2 support throughout the school year. | 114-5 |
| Supplies for music and art. Support staff will provided Tier 2 support throughout the school year. | \$13,276 | Arts & Music in Schools (Proposition 28) | 4310 | School Office Supplies | n/a | n/a | n/a | | | Support staff will provided Tier 2 support throughout the school year. | 114-6 |
| TSA will collaborate closely with students in the lower grades to help them master foundational skills and achieve their trimester goals. We will support teachers through modeling, planning, observation, and providing constructive feedback. Additionally, TSA will implement our school-wide culture and climate plan and will continually bring it to life throughout the year. | \$123,458 | California Community Schools Partnership Program | 1119 | Certificated Teachers on Special Assignment Salaries | New Position 06 | 10-Month Teacher on Special Assignment (TSA) | 0.8 | | | Provide teachers with support through coaching, professional development, data analysis, and structured PLC | 114-7 |

PROPOSED 2025-26 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 | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|--|---------------|--|-------------|--|-----------------|--|-----|-------------------|-----------------------------|---|----------------------|
| TSA will implement our school-wide culture and climate plan and provide targeted tier 2 supports. | \$15,553 | California Community Schools Partnership Program | 1119 | Certificated Teachers on Special Assignment Salaries | New Position 08 | 11-Month Teacher on Special Assignment (TSA) | 0.1 | | | Culture and Climate 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. | 114-8 |
| Noon Supervisor - will monitor playgrounds, reinenforce school rules and expectations, support students in resolving conflicts, and assisting during times of transitions. This position will promote a safe and supportive environment, a promote a positive school culture that fosters student well-being and engagement. | \$13,445 | California Community Schools Partnership Program | 2905 | Other Classified Salaries | 1727 | Noon Supervisor | 0.3 | | | Support staff will provided Tier 2 support throughout the school year. | 114-9 |
| Noon Supervisor - will monitor playgrounds, reinenforce school rules and expectations, support students in resolving conflicts, and assisting during times of transitions. This position will promote a safe and supportive environment, a promote a positive school culture that fosters student well-being and engagement. | \$23,954 | California Community Schools Partnership Program | 2905 | Other Classified Salaries | New Position 03 | Noon Supervisor | 0.5 | | | Support staff will provided Tier 2 support throughout the school year. | 114-10 |
| Noon Supervisor - will monitor playgrounds, reinenforce school rules and expectations, support students in resolving conflicts, and assisting during times of transitions. This position will promote a safe and supportive environment, a promote a positive school culture that fosters student well-being and engagement. | \$23,954 | California Community Schools Partnership Program | 2905 | Other Classified Salaries | New Position 04 | Noon Supervisor | 0.5 | | | Support staff will provided Tier 2 support throughout the school year. | 114-11 |

PROPOSED 2025-26 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 | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|---|---------------|--|-------------|-----------------------------|------|----------------------------------|-----|-------------------|-----------------------------|--|----------------------|
| Attendance Specialist Bilingual - The bilingual attendance specialist will play a key role in supporting students and families by conducting outreach efforts to address frequent absenteeism. This position will focus on building strong communication with families to emphasize the importance of daily attendance and identify barriers that may be preventing consistent school participation. Through phone calls and meetings the position will provide guidance, resources, and support to help families navigate attendance challenges. By fostering positive relationships and promoting a culture of accountability, this role will contribute to improved student attendance and overall academic success. | \$22,722 | California Community Schools Partnership Program | 2205 | Classified Support Salaries | 3883 | Attendance Specialist, Bilingual | 0.4 | | | Attendance: Leadership will create and calendar dates to publically celebrate positive attendance, academic success, and SEL expectations. | 114-12 |
| Booktrust - Early literacy program to support students choose their own books, fostering a love for reading and building home libraries. By integrating such programs it aims to provide equitable access to reading materials, supporting students' academic growth and cultivating lifelong reading habits | \$17,500 | California Community Schools Partnership Program | 4200 | Books other than Textbooks | n/a | n/a | n/a | | | Provide students with access to books at home | 114-13 |
| Materials - will be provided to support family engagement events and workshops, ensuring families have access to valuable resources and information. These materials may include handouts, guides, activity kits, and digital resources to help parents stay informed and actively participate in their child's education. Providing these supports enhances engagement, strengthens school-family partnerships, and promotes student success. | \$9,415 | California Community Schools Partnership Program | 4310 | School Office Supplies | n/a | n/a | n/a | | | Provide teachers with supplies to provide quality instruction | 114-14 |

PROPOSED 2025-26 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 | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|--|---------------|--|-------------|--|-----------------|-----------------------------------|------|-------------------|-----------------------------|--|----------------------|
| Social Work Interns - Social work interns will support students, families, and school staff through counseling, outreach, crisis intervention, and collaboration. They provide individual and group counseling, assist with attendance interventions, and connect families to community resources. Interns also help respond to crises, develop safety plans, and support restorative justice practices. Working alongside teachers and administrators, they participate in Student Success Team (SST) and Coordination of Services Team (COST) meetings to help plan interventions. | \$20,000 | California Community Schools Partnership Program | 5739 | Mental Health Provider | n/a | n/a | n/a | | | Support staff will provided Tier 2 support throughout the school year. | 114-15 |
| Extended Contracts - for teachers to provide targeted interventions to ensure students receive additional academic support. This extra time allows educators to address individual learning needs, reinforce key concepts, and help students build confidence in their skills. By offering structured support beyond regular school hours, we can enhance student achievement and close learning gaps. | \$20,000 | California Community Schools Partnership Program Carryover | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | | | Provide teachers with release time to intellectually prep, analyze data, and create actions steps. | 114-16 |
| Early Literacy Tutor - support students' reading development through targeted instruction, progress monitoring, and collaboration with teachers. They use evidence-based programs like SIPPS, track student progress, and engage with families to encourage literacy at home. | \$43,893 | California Community Schools Partnership Program Carryover | 2105 | Classified Instructional Aide Salaries | New Position 05 | Early Literacy Tutor | 0.8 | | | Support staff will provided Tier 2 support throughout the school year. | 114-17 |
| Community School Manager - will support with the coordination and strengthening of partnerships to increase students and family enrichment opportunities and engagement. Coordinate and facilitate COST and Attendance Teams to support students accessing resources and programming to improve student outcomes. Member of leadership team to support in shared decision making about expansion of services to cultivate a positive school culture. | \$43,494 | California Community Schools Partnership Program Carryover | 2305 | Classified Supervisors' and Administrators' Salaries | New Position 09 | 11-Month Community School Manager | 0.25 | | | Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort ot build strong parent leaders. | 114-18 |

PROPOSED 2025-26 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 | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|---|---------------|--|-------------|------------------------------|-----|----------------|-----|-------------------|-----------------------------|---|----------------------|
| Materials for student engagement events provide benefits by enhancing participation, accessibility and adequate supplies to support school wide events. Resources like interactive activities, take-home materials, and multilingual handouts ensure inclusivity and deeper engagement. Technology support, visual aids, and feedback tools help create a more interactive and meaningful experience, fostering student motivation and academic success. | \$8,000 | California Community Schools Partnership Program Carryover | 4310 | School Office Supplies | n/a | n/a | n/a | | | Provide teachers with supplies to provide quality instruction | 114-19 |
| Travel and Conferences- expenses support staff development by providing professional learning opportunities for educators implementing dual language curriculum. This opportunity will allow for staff to gain best practices, instructional strategies, and have networking opportunities with experts in bilingual education. These experiences will enhance teaching effectiveness, curriculum alignment, and student language development, ensuring high-quality dual language. The goals is to attend two conferences (La Cosecha and CAFE) and invite 4 teachers each time. | \$19,266 | California Community Schools Partnership Program Carryover | 5220 | Conference Expense | n/a | n/a | n/a | | | Monitor and support the implementation of high quality core curriculum through learning walks, data conferences, feedback, with continous follow up. | 114-20 |
| Field Trips: creating engaging, hands-on learning experiences that foster curiosity and well-being. They enhance student learning by connecting classroom lessons to real-world settings, promoting social-emotional growth, and providing equitable access to enrichment opportunities. Provide an opportunity for all students to supplement the curriculum with real life experiences. | \$20,000 | California Community Schools Partnership Program Carryover | 5826 | External Work Order Services | n/a | n/a | n/a | | | Culture and Climate 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. | 114-21 |
| The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities. | \$125,000 | Expanded Learning Opportunities Program (ELO-P) | 5100 | Subagreements For Services | n/a | n/a | n/a | | | Support staff will provided Tier 2 support throughout the school year. | 114-22 |

PROPOSED 2025-26 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 | DESCRIPTION OF STUDENT NEED | RELATED SPSSA ACTIVITY | BUDGET ACTION NUMBER |
|---|---------------|---|-------------|--|-----------------|---|-----|-------------------|---------------------------------|--|----------------------|
| The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities. | \$25,000 | Expanded Learning Opportunities Program (ELO-P) | 5825 | Consultants | n/a | n/a | n/a | | | Support staff will provided Tier 2 support throughout the school year. | 114-23 |
| Extended Contract Provide teachers with release time to intellectually prep, analyze data, and create action steps. | \$20,000 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | | | Provide teachers with release time to intellectually prep, analyze data, and create action steps. | 114-24 |
| Supplies Provide teachers with supplies to provide quality instruction | \$20,000 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | | | Provide teachers with supplies to provide quality instruction | 114-25 |
| BART Passes Provide teachers with supplies to provide quality instruction | \$4,000 | LCFF Supplemental | 5820 | Bus Passes | n/a | n/a | n/a | | | Provide teachers with supplies to provide quality instruction | 114-26 |
| Math TSA Support staff will provided Tier 2 support throughout the school year. | \$139,973 | Literacy Coaches & Reading Specialists Grant | 1119 | Certificated Teachers on Special Assignment Salaries | New Position 08 | 11-Month Teacher on Special Assignment (TSA) | 0.9 | | | Support staff will provided Tier 2 support throughout the school year. | 114-27 |
| Substitutes Provide teachers with release time to intellectually prep, analyze data, and create action steps. | \$12,462 | Literacy Coaches & Reading Specialists Grant | 1150 | Certificated Teachers: Substitutes | n/a | n/a | n/a | | | Provide teachers with release time to intellectually prep, analyze data, and create action steps. | 114-28 |
| Supplies Provide teachers with supplies to provide quality instruction | \$1,912 | Literacy Coaches & Reading Specialists Grant | 4310 | School Office Supplies | n/a | n/a | n/a | | | Provide teachers with supplies to provide quality instruction | 114-29 |
| Supplies Provide teachers with supplies to provide quality instruction | \$5,340 | Literacy Coaches & Reading Specialists Grant | 7310 | Interprogram Support/costs | n/a | n/a | n/a | | | Provide teachers with supplies to provide quality instruction | 114-30 |
| Extended Contact - ESL classes Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort to build strong parent leaders. | \$4,370 | Title I, Part A Parent & Family Engagement | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | | Student Connectedness to School | Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort to build strong parent leaders. | 114-31 |
| Interventionist Support staff will provided Tier 2 support throughout the school year. | \$122,343 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 9531 | Teacher, Elementary Educational Enhancement/Intervention Program (EEIP) | 1.0 | | ELL Reclassification | Support staff will provided Tier 2 support throughout the school year. | 114-32 |

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 114

School: Global Family Elementary School

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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, 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.

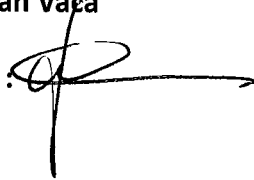
If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

This Policy was adopted by Global Family Elementary School on 8/22/2024, and will be in effect for the period of 8/22/2024 to 5/23/25.

The school will distribute this policy to all parents on or before September 30, 2024.

Name of Principal: Juan Vaca

Signature of Principal:



Date: 8/22/2024



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent-Student Compact

Global Family Elementary

2024-25

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 2024-25 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, 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 teachers, 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

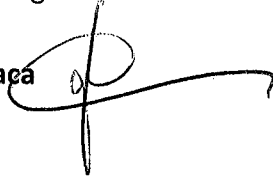
I accept the following responsibilities to the best of my ability:

- 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 8/22/24, and will be in effect for the period of 8/22/24 to 5-23-25.

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, 2024.

Signature of Principal: /s/ Juan Vaca

A handwritten signature in black ink, appearing to be 'J. Vaca', written over the text 'Signature of Principal: /s/ Juan Vaca'.

Date: 8/22/24

Strategic Resource Planning (SRP)



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

Template ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

| | |
|-------------------|------------------|
| Chairperson: | Rosario Duenas |
| Vice Chairperson: | Marisela Solano |
| Secretary: | Martha Gutierrez |

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Term (1st or 2nd year term?) |
|------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Juan Vaca | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Anabel Valero | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Martha Gutierrez | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Kody Kinsman | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Matilde Flores | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Rosario Duenas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Marisela Solano | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Herlinda Pablo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Mariam Lopez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Lucia Garcia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

SSC Meeting Schedule:

(Day/Month/Time)

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.

