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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Global Family Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Global Family Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Global Family Elementary School
CDS Code: 1612590115584
Principal: Juan Vaca
Date of this revision: 4/21/26

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: 4/21/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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: 4/21/2026

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:

<u>Juan Vaca</u> <i>Principal</i>	<u>Juan Vaca</u> Signature	<u>4/21/2026</u> Date
<u>Rosario Duenas</u> <i>SSC Chairperson</i>	<u>Rosario Duenas</u> Signature	<u>4/21/26</u> Date
<u>SELLS Representative (optional)</u>	Signature	Date
<u>Monica Thomas</u> <i>Network Superintendent</i>	<u>Monica Thomas</u> Signature	<u>05/01/2026</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>5/1/26</u> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/12/2026	Faculty	Discussed proposed expenditures and priorities
1/1/2026	Other	Discussed proposed expenditures and priorities
2/6/2026	SSC	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$238,560.00
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	\$1,009,471.01

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 Resource 3010	\$234,300
Title I Parent & Family Engagement Resource 3010	\$4,260
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$238,560

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,009,471.01

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$43,000
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$352,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$91,193
SUBTOTAL OF STATE & LOCAL FUNDING:	\$770,911

2026-27 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: 6/24/2026

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 edcuational 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 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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.0%	0.7%	95.3%	0.0%	0.7%	16.4%	98.2%	78.9%	1.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.0%	0.2%	0.9%	0.0%	1.4%	0.0%	98.0%	21.1%	90.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	28.3%	18.5%	36.2%	38%	43%%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	34.2%	34.4%	29.6%	44%	49%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	55.9%	43.5%	47.9%	65%	70

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-93.3	-92.7	-98.3	-83.30	73.0
SBAC ELA Participation	All Students	98.5%	98.4%	94.9%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	53.8%	51.1%	53.8%	52.8%	57.0%

Mathematics/Science Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-102.2	-92.6	-94.1	-92.0	82.0
SBAC Math Participation	All Students	92.6%	92.6%	94.0%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	6.6%	9.7%	12.3%	16.0%	26.0%
California Science Test (CAST) Participation	All Students	96.8%	98.4%	97.3%	95.0%	100.0%

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

School Goal:	By May of 2027 - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-165.8	-179.0	-156.2	-83.3	-73.0
SBAC ELA Distance from Standard Met	English Learners	-111.3	-121.8	-113.7	-101.0	-91.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	70.6%	81.1%	83.3%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-178.9	-160.2	-157.0	-92.0	-82.0

SBAC Math Distance from Standard Met	English Learners	-113.4	-109.0	-109.3	-103.0	-93.0
Reclassification Measures & Targets						
<i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	12.0%	7.7%	10.6%	22.0%	32.0%
LTEL Reclassification	Long-Term English Learners	14.3%	16.7%	20.0%	24.0%	34.0%

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	2026-27 New Target
Student Connectedness to School	All Students	55.4%		51.0%	65.0%	70.0%
Out-of-School Suspensions	All Students	1.8%	1.6%	0.8%	0.0%	0.0%
Out-of-School Suspensions	African American Students	22.2%	60.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	4.8%	7.5%	2.5%	0.0%	0.0%
Chronic Absenteeism	All Students	62.0%	30.2%	21.3%	15.0%	0.0%
Chronic Absenteeism	African American Students	62.5%	66.7%	33.3%	15.0%	0.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	85.3%	82.9%	80.9%	95.0%	95.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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 	<p>Finding the silver lining can be challenging, but with dedicated effort, we can certainly uncover it. At Global, we are fortunate to have a seasoned group of teachers who have been with us for many years. They possess a deep understanding of the progress we've made and the potential for future growth. Additionally, we are supported by four Teacher on Special Assingment (TSAs) who consistently provide coaching, modeling, and feedback to our teachers.</p> <p>Currently, we are actively implementing SEAL (Sobrato Early Academic Language Strategies) to enhance literacy and language development. The majority of our teachers are GLAD-trained which has helped with implemntation and effectively use these strategies to create literacy-rich classrooms. We offer teachers release days to refine their planning and ensure instructional alignment.</p> <p>Our Global Family teachers are committed to closing the achievement gap and we have established systems to have a strong foundational skills. Our literacy tutors are incredibly dedicated, regularly working with groups of students and guiding them through the curriculum until they can graduate from SIPPS.</p> <p>Our English Language Development (ELD) block is well-structured and scheduled, allowing all teachers to provide ELD instruction simultaneously for students at their respective ELPAC levels.</p> <p>Our visiting teachers have been excellent in providing Spanish instruction and demonstrating a strong work ethic that align with the vision and mission at Global Family.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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 	<p>At Global, we ensure that our students feel seen, heard, and loved. We are aware of the challenges and difficulties that come with learning two (and sometimes three) languages. We work with our most marginalized groups and are fortunate to have two SCP teachers who advocate passionately for their students. Their strong relationships with families are evident through constant communication.</p> <p>Data collection is more extensive now than ever. We schedule release days and data dives to analyze information that will ultimately inform our instruction.</p> <p>A primary goal for ELL students is reclassification. We have been strategic with ELD and focused on answering the question, “What do we need to do to “level up” our students?” We have an amazing newcomer teacher with rich knowledge of ELD, who is willing to roll up her sleeves and put in the work.</p>
<p><i>LCAP Goal 3:</i></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>We are making progress in addressing chronic absenteeism. Students who need to take an extended break are requesting an extended contract reducing the negative effect an unexcused has the potential of having.</p> <p>Our Attendance Specialist has been instrumental in ensuring that our students attend school. She contacts every student who does not attend to forge relationships with their families. She rewards students for perfect attendance and acknowledges those with improved attendance.</p> <p>Our attendance team meets weekly to assess chronic absenteeism and develop action plans to address the situation.</p> <p>Suspensions rarely happen at Global, as we seek alternative methods to meet students where they are. We help them understand that everyone makes mistakes and that we all have the choice to change the course of our day for the better. We have an intern and a social worker who is available to support.</p>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>At Global, we have the resources to support new teachers and help them succeed in their profession. I have three Teacher on Sepcial Assignment who monitor and support a caseload of new teachers on a weekly basis. They observe classrooms each week and provide constructive feedback to improve their instruction The TSAs also offer differentiated professional development sessions to help new staff acclimate to the curriculum and provide them with opportunities to ask questions. Planning and co-teaching sessions have been observed, as well as modeling lessons to build confidence and ensure effective execution of the standards.</p> <p>With the implementation of SEAL (Socrate Early Academic Language), we have found a common thread that fosters collective learning among staff. New teachers feel supported in their integration into the Global Family, which is evidenced by the collaboration that occurs even after contract hours.</p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>

<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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 	<p>The data is difficult to interpret, but I want to emphasize the importance of focusing on growth. Many students in grades 2-5 are performing below grade level. We have a significant number of students who are one year behind, and this group continues to grow. Few students are advancing from one grade below to on-grade level, and some are multiple years behind, which makes closing the gaps more challenging.</p> <p>High-Quality Instruction Continuous high-quality instruction year after year is essential for closing the achievement gap. We are actively working to ensure that high-quality instruction is available in all grade levels.</p> <p>Collaboration and Teamwork We are focused on creating a stronger adult culture that fosters professional relationships. In this environment, individuals should feel comfortable being vulnerable, asking questions, and making mistakes without fear of judgment. Currently, we find ourselves in a superficial mode of collaboration, where compliance is emphasized over ownership.</p> <p>Too Many Assessments Teachers are overwhelmed with assessments, which cuts into instructional time. This situation causes frustration, particularly when analyzing data.</p> <p>Independent Study We have many students on independent study, which directly impacts our data. While independent study helps address our attendance issues, it cannot replace the value of direct teaching.</p>
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<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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 	<p>AA Students</p> <p>Global has a small population of African American students, many of whom are in SCP classrooms or receiving IEP services. It is important to review the IEPs and establish a strong collaboration system among resource teachers. Supports need to be incorporated within the lessons to maximize their effectiveness.</p> <p>Students with IEPs</p> <p>At Global, we have case managers who monitor students with Individualized Education Programs (IEPs). Unfortunately, we lost one of our resource teachers at the end of last school year and were unable to onboard a replacement until November. It is crucial to improve collaboration between the general education teacher and the case manager.</p> <p>ELL Students</p> <p>We have a large population of students identified as English Language Learners, with a clear roadmap to reclassification. It is essential to strengthen ELD instruction in the primary grades to build foundational skills and enhance comprehension in the upper grades.</p>
<p><i>LCAP Goal 3:</i></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>The importance of maintaining a school-going culture needs to be emphasized. In our community, students are often kept at home for various reasons, and unfortunately, these absences accumulate and eventually result in unexcused absences. Some students extend their vacations or leave mid-year, missing out on crucial instruction, which leads to significant learning gaps.</p> <p>Our daily attendance monitoring systems are limited; they focus mainly on clearing absences rather than providing comprehensive support. While we celebrate perfect attendance on a large scale, we lack consistent monitoring of individual progress. Our Tier 2 strategies for addressing individual needs are not sufficiently targeted.</p>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>We have new teachers at Global who are currently working on their credentials. While coaching is available, our coaches are stretched thin. Coaching sessions occur after contractual hours, and participation is optional. Unfortunately, the opportunities for coaching are limited, and we would greatly benefit from having more sessions.</p> <p>During our walkthroughs, the feedback provided can sometimes come across as judgmental rather than constructive.</p> <p>Additionally, our professional development (PD) and professional learning community (PLC) cycles are predetermined and not differentiated, which limits our ability to meet the diverse needs of all teachers.</p>
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Global Family Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Every year presents an opportunity to establish systems and implement strategies that help us achieve our goals at Global Family. This year is no different, and we have made significant strides in tightening our systems and using our resources effectively.

As I review our strategies outlined in the SPSA, I see areas where we did well as a school and areas that require reflection and modification to achieve the desired results. We successfully provided teachers with release time to plan collaboratively as grade-level teams and align their approaches to accelerate learning. Throughout the year, there has been evidence of pre-planning and clear learning objectives in the majority of classrooms, reinforcing high-quality instruction. Chronic absenteeism is monitored daily by our dedicated attendance specialist, and teachers are provided with the necessary supplies to deliver quality instruction to students.

Coaching was offered, but not as frequently as desired. While feedback for teachers was provided, it often lacked consistency and meaningfulness, which diluted its impact. Many staff members leveraged power standards, but not collectively, which limited the effectiveness of their potential. We utilized our support staff throughout the year to provide Tier 2 supports, with a strong focus on foundational skills and the strategic use of our Literacy Tutors.

However, our family engagement efforts and initiatives to create a joyful school environment took a bit of a downturn. Attendance was monitored at an administrative level, but the grassroots efforts to encourage students to come to school were lacking. Our attendance celebrations were limited, and Cafecitos had poor attendance, indicating a lack of effort in inviting new community members. While the COST team was structurally sound, too many cancellations caused referrals to be overlooked. The utilization of the "Sown to Grow" platform improved, which is a testament to our current conditions. Teachers did an excellent job reinforcing positive student behavior anchored by Global Family School values. However, our Culture and Climate team struggled to address the negative adult culture present in the school, which is becoming a growing concern.

Conditions for our English Language Learners are improving. English Language Development (ELD) is scheduled daily with a designated block across the school. Time has been allocated for teachers to plan, although we have lacked a system for accountability to monitor. We planned to incorporate Guided Language Acquisition Design (GLAD) strategies for ELD, and we anticipate their implementation in the upcoming year due to our SEAL influence and adoption. This school year, opportunities for students to engage have increased. We have planned student talk strategies, and scaffolding has been provided to help them access the content effectively.

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

Overall, our current strategies are effective. We aim to increase parent engagement and foster a joyful school environment. By enhancing our visibility within the community, we can build trust and encourage greater participation at Cafectios/School events. We recognize the importance of accelerating learning to close equity gaps, which we address through coaching, progress monitoring, and providing teachers with time for planning. Additionally, we are committed to utilizing our resources to offer Tier 2 support and ensure effective Tier 1 instruction. Learning conditions for English Language Learners (ELL) and Black students are monitored daily through informal observations and parent involvement. It is encouraging to see that our Black community is making academic progress.

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.

For the duration of the 2025-2026 school year and in preparation for 2026-2027, there will be a shift in how we utilize the district-approved curriculum - Benchmark. We will be working with thematic units that incorporate SEAL (Sustained English and Academic Language) strategies. Higher-level collaboration will be required within grade levels, as we may be transitioning from the simultaneous 50/50 dual language model to a sequential model. ELD may also change regarding who delivers the instruction. Additionally, our language allocation model might be adjusted, moving content to the other language taught at Global Family.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	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?
Interventionist	i-Ready Reading at or above Mid-Grade	Small group intervention	Qualitative: Students are progressing in their foundational skills assessments. Quantitative: Our interventionist works with 41 students in grades K-2 daily and we over 80% on grade level in foundational skills.	Continue

Attendance Specialist	Chronic Absenteeism	Monitor Daily Attendance Schedule SART	Qualitative: Our Attendance Specialist has excellent communication with families. She clearly explains absence policies, schedules SART meetings, and recognizes perfect attendance. Quantitative: 82% of our students have an attendance rate of 95% or better. There has been a reduction in students with chronic absenteeism, decreasing from 21% to 17% when we compare with last year .	Continue
Extended Contract	i-Ready Reading at or above Mid-Grade	Small group intervention	Teachers are building rapport with students and providing Tier 2 interventions. 100% of students attended the intervention, and there has been an increase in student engagement during instruction.	Modify
Books other than textbooks	Reading Inventory (RI) Growth of One Year or More	Access to books	100% of the students had access to culturally relevant Spanish books written by authentic Latin American authors, fostering their love for reading and enhancing their background knowledge that supplement the curriculum.	Continue
Licensing Agreement	Reading Inventory (RI) Growth of One Year or More	These funds were moved to purchase books other than text books	We were able to supplement our libraries with culturally relevant books for students to check out and read at home with the intent of building fluency.	Discontinue

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Global Family Elementary School	SCHOOL ID:	114
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By May 2027, 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
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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."
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#	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 continuous follow up.	All Students	Academic	Tier 1 - Universal
1-3	Integrate student engagement opportunities using SEAL strategies, clear objectives, and rigorous lesson delivery.	All Students	Academic	Tier 1 - Universal
1-4	Support teachers by providing coaching, modeling, and dedicated time to analyze data with their grade-level teams.	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 through Attendance contract, SARTS, and parent engagement	All Students	Academic	Tier 1 - Universal
1-7	Provide teachers with supplies to provide quality instruction	All Students	Academic	Tier 1 - Universal
1-8	Ensure that students have access to enrichment opportunities and experiences that create lifelong memories.	All Students	Behavior	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 2027 - 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

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

School Goal:	By May 2027, 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 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 teachers will receive support 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
4-5	Provide staff with the opportunity to attend a conference for professional growth	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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>ELL Progress Data</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 provide designated ELD for 150 minutes every week, incorporating SEAL strategies to increase student talk and focus on the four domains: Reading, Writing, Listening, and Speaking.	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	Implement intergrated ELD through GLAD strategies, academic discussion, Before-During-After Reading strategies, and language scaffolds.	English Learner Students	Academic	Tier 1 - Universal
6-4		English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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
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.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Ensure that students have access to enrichment opportunities and experiences that create lifelong memories.	114-1
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.	\$19,484	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	2916	Teacher Education Enhancement	0.20			Ensure that students have access to enrichment opportunities and experiences that create lifelong memories.	114-2
A portion of the music teacher's salary. Provide teachers with release time to intel	\$29,957	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10051	Teacher Education Enhancement	0.20			Provide teachers with release time to intellectually prep, analyze data, and create actions steps.	114-3
Extended Contract Support staff will provided Tier 2 support throughout the school year.	\$31,751	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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	114-4
Supplies for the Arts Support staff will provided Tier 2 support throughout the school year.	\$10,000	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Provide teachers with supplies to provide quality instruction	114-5
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.	\$62,645	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	10627	TSA 10Pay	0.50			Teachers will receive coaching and support from the TSAs	114-6
TSA will support the CSM create a school-wide culture and climate plan and provide targeted tier 2 supports.	\$20,400	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	10629	TSA 11Mon 12Pay	0.12			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.	114-7

PROPOSED 2026-27 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
Provide staff time to plan and provide Tier 2 Supports	\$14,699	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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	114-8
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.	\$45,934	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9837	Program Mgr Community School	0.25			Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort of build strong parent leaders.	114-9
Noon Supervisor - will monitor playgrounds, reinforce 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.	\$9,031	California Community Schools Partnership Program	2905	Other Classified Salaries	1727	Noon Supervisor	0.20			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.	114-10
Noon Supervisor - will monitor playgrounds, reinforce 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.	\$22,577	California Community Schools Partnership Program	2905	Other Classified Salaries	10624	Noon Supervisor	0.50			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.	114-11
Noon Supervisor - will monitor playgrounds, reinforce 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.	\$24,056	California Community Schools Partnership Program	2905	Other Classified Salaries	10625	Noon Supervisor	0.50			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.	114-12

PROPOSED 2026-27 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
Field Trip - Transportation	\$3,159	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Ensure that students have access to enrichment opportunities and experiences that create lifelong memories.	114-13
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.	\$46,032	California Community Schools Partnership Program Carryover	2105	Classified Instructional Aide Salaries	10626	Early Literacy Reading Tutor	0.80			Support staff will provided Tier 2 support throughout the school year.	114-14
Literacy books to supplement the instruction in class.	\$10,000	California Community Schools Partnership Program Carryover	4200	Books other than Textbooks			0.00			Provide students with access to books at home	114-15
Literacy supplies to supplement the instruction in class.	\$10,000	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			Provide teachers with supplies to provide quality instruction	114-16
Refreshments for meetings to build rapport and strengthen our community.	\$9,204	California Community Schools Partnership Program Carryover	4311	Meeting Refreshments			0.00			Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort of build strong parent leaders.	114-17
Parent Workshops to educate, develop, and inform parents how to navigate the education system.	\$15,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort of build strong parent leaders.	114-18
Beautify our school with a mural designed with input and participation from students in order to create a welcoming environment filled with joy.	\$20,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			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.	114-19
Transfer funds to the Oakland Ed Fund for assemblies, conferences, and Literacy supplies.	\$29,764	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Provide staff with the opportunity to attend a conference for professional growth	114-20

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Admission Fees for field trips	\$10,000	California Community Schools Partnership Program Carryover	5829	Admission Fees			0.00			Ensure that students have access to enrichment opportunities and experiences that create lifelong memories.	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.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Ensure that students have access to enrichment opportunities and experiences that create lifelong memories.	114-22
Substitutes Provide teachers with release time to intellectually prep, analyze data, and create actions steps.	\$20,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			Provide teachers with release time to intellectually prep, analyze data, and create actions steps.	114-23
Supplies Provide teachers with supplies to provide quality instruction	\$23,000	LCFF Supplemental	4310	School Office Supplies			0.00			Provide teachers with supplies to provide quality instruction	114-24
TSA will provide coaching	\$182,924	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10628	TSA 11Mon 12Pay	1.00			Teachers will receive coaching and support from the TSAs	114-25
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.	\$137,802	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9837	Program Mgr Community School	0.75			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.	114-26
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.	\$149,598	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10629	TSA 11Mon 12Pay	0.88			Support teachers by providing coaching, modeling, and dedicated time to analyze data with their grade-level teams.	114-27

PROPOSED 2026-27 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
Instructional Supplies for staff to deliver high quality instruction	\$301	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			Provide teachers with supplies to provide quality instruction	114-28
Substitutes to provide time for coaching and co planning with a TSA.	\$9,788	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Support teachers by providing coaching, modeling, and dedicated time to analyze data with their grade-level teams.	114-29
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.	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	5268	Early Literacy Reading Tutor	0.80			Support staff will provided Tier 2 support throughout the school year.	114-30
Art	\$77,938	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	2916	Teacher Education Enhancement	0.80			Ensure that students have access to enrichment opportunities and experiences that create lifelong memories.	114-31
Library Tech will manage the library and create a space where students can check out books.	\$89,959	Measure G, Library Support	2205	Classified Support Salaries	7723	Library Technician	1.00			Provide students with access to books at home	114-32
Music	\$119,829	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10051	Teacher Education Enhancement	0.80			Ensure that students have access to enrichment opportunities and experiences that create lifelong memories.	114-33
ESL Classes	\$4,260	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends			0.00		Reading Inventory (RI) Growth of One Year or More	Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort of build strong parent leaders.	114-34
Intrventionist	\$115,400	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9531	Teacher Education Enhancement	1.00		Reading Inventory (RI) Growth of One Year or More	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.	114-35
Extended Contracts Provide teachers with release time to intellectually prep, analyze data, and create actions steps.	\$15,000	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		i-Ready Reading at or above Mid-Grade	Provide teachers with release time to intellectually prep, analyze data, and create actions steps.	114-36

PROPOSED 2026-27 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.	\$24,107	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3883	Attendance Specialist Bil	0.40		College/Career Readiness	Monitor chronic absenteeism through Attendance contract, SARTS, and parent engagement	114-37
Teachnology to supplment instrcuton in the classroom	\$79,794	Title I, Part A Schoolwide Program	4420	Computer < \$5,000			0.00		College/Career Readiness		114-38



**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 the 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 8/21/25, and will be in effect for the period of 8/21/25 to 5/28/26.

The school will distribute this policy to all parents on or before September 30, 2025.

Name of Principal:

Juan Vaca

Signature of Principal :

Juan Vaca

Date: 8/21/2025

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, 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 8/21/25 y estará vigente durante el período del 8/21/25 al 5/28/26

La escuela distribuirá esta política a todos los padres antes del 30 de septiembre del 2025.

Nombre del director: Juan Vaca

Firma del director: 

Fecha: 8/21/2025

[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

2025-26

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 2025-26 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 8/21/25, and will be in effect for the period of 8/21/25 to 8/23/26.

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, 2025.

Signature of Principal: *Juan Vaca*

Date: 8/21/25

Pacto Escuela-Padres-Estudiante

Global Family

2024-25

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 2024-25.

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, 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 22/8/2024 y estará vigente durante el período del 8/21/25 al 5/28/26.

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 2025 o antes.

Firma del director: 

Fecha: 8/21/2025



Strategic Resource Planning (SRP)

Global Family ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Rosario Duenas
Vice Chairperson:	Eva Beleche
Secretary:	Marisela Solano

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"/>	
Kody Kinsman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Anabel Valero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Eva Beleche	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jean Leslie	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Rosaio Duenas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Marisela Solano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Herlinda Pablo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Lucia Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Lupita Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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: <small>(Day/Month/Time)</small>	2nd Tuesday @ 3:00
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members