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File ID Number	19-1329
Introduction Date	6/26/19
Enactment Number	19-1176
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for International Community School

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

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

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

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

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for International Community School



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

Legislative File Id. No. 19-1329
Introduction Date: 6/26/19
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By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: International Community School
CDS Code: 1612596118616
Principal: Eleanor Alderman
Date of this revision: 5/15/2019

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: Eleanor Alderman	Position: Principal
Address: 2825 International Boulevard Oakland, CA 94601	Telephone: 510-532-5400 Email: eleanor.alderman@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: International Community School

Site Number: 186

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

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

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

Date(s) plan was approved: 5/15/19

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|--|--|

Signatures:

<p><u>Eleanor Alderman</u> Principal</p>	<p> Signature</p>	<p><u>5/16/19</u> Date</p>
<p><u>Judith Mendez</u> SSC Chairperson</p>	<p> Signature</p>	<p><u>05/16/19</u> Date</p>
<p><u>Sara Stone</u> Network Superintendent</p>	<p> Signature</p>	<p><u>5/16/19</u> Date</p>
<p> Officer, State and Federal Programs</p>	<p><u>Mildred Otis</u> Signature</p>	<p><u>5/21/19</u> Date</p>

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** International Community School**Site Number:** 186

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/7/2018	SSC	Reviewed '18-'19 site plan and goals
12/13/2018	SELL	Reviewed past spending patterns with Title 1 dollars. Discussed current intervention program/
12/17/2018	ILT	Discussed Title 1 allocations for this year, as well as future needs/wish list.
12/19/2018	SSC	Reviewed past spending patterns with Title 1 dollars
1/28/2019	ILT	Discussed our current newcomer support program (or lack thereof) and how to sustain/make more robust next year on more limited resources

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$82,180.24
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	\$495,581.15

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$80,630.69	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$33,228.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,549.55	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$228,938.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$82,180.24	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$423,087.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$505,267.24
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: International Community School

School ID: 186

School Description

International Community School (ICS) is a growing dual language Spanish immersion school in the heart of the Fruitvale district. At ICS every child will benefit from learning a second language. We focus on science and engineering, ensuring that students learn language while engaging in hands-on activities. We welcome families into our community who are looking for that bilingual advantage.

School Mission and Vision

ICS students are bilingual, biliterate, culturally competent, and academically successful. They have the linguistic, social emotional, and critical thinking skills to build alliances within and beyond our community and work to create an equitable and just world.

Our mission for the 2019-2020 school-year is to foster a caring school community in order to ensure that our students have the content knowledge and social emotional skills to have complex academic conversations. Their oral language will lead to writing clear and well-organized opinion pieces citing evidence to support their opinions. We focus on academic discourse as it leads to writing with evidence; our students explain their thinking about what they are reading and math problems they attempt to solve. We provide opportunities to use vocabulary through integrating art lessons and projects with the FOSS science units. We see evidence of student learning in science in the classrooms and in the common areas.

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

Priority Strengths	Root Causes of Strengths
Suspension: PBIS work and aligning expectations	Aligned Tier 1 supports K-5
Chronic Absence: Engagement of parents	Full-time social worker
Math: Big increase in Math CEOU and IAB performance. Teachers doing more differentiation. High expectations.	ST Math K-5 as differentiation strategy. Small-group instruction. Teacher capacity for differentiation and data-driven instruction.
Reading: Improving our tracking of dominant language and L1/L2 expectations. All Dual Language grade levels have less than a 5% difference between student reading performance in English and Spanish	Teachers invested in data and understanding student need. RAZ Kids, parent workshops, TEMAL, stronger and more aligned collaboration of grade level teams across language, as well as cross-grade level teams around content.
Science: 100% of teachers implementing NGSS Foss and 3-5 using Foss Map assessments	Strong early implementation, participation in the Foss cohort, leveraging of science department support, support from science coach, Science PD cycles
Priority Challenges	Root Causes of Challenges
Math: Overall, girls slightly more engaged in reading than math	Both 5th Grade teachers are male, which could affect performance and expectations.

Reading: SRI requires immense stamina and resilience. Many students with no preschool, newcomers, SEL needs. Teachers not leveraging conferring time.	Stamina, practice, large number of newcomers, ELLs, academic vocabulary gaps. Kinders still building familiarity with school. Many 3rd language learners. Teacher organization and consistency.
Lack of consistent, trained newcomer support. Teachers consistently receiving new students with no prior schooling experience	Not enough money for an official newcomer teacher, which is strongly r
Reading proficiency still below 40% school-wide.	Strong work around leveled reading, but a need for more consistent integration of complex text.
Students scoring below proficiency on SBAC still over 75% in both ELA and Math.	Similar to SRI challenges, much of it has to do with computer skills and stamina. That said, we are improving in our consistency with giving 3rd-5th Grade students ample practice time prior to the summative test.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	ICS will continue to consistently implement our agreed upon Tier 1 strategies while building and refining our Tier 2 targeted interventions, paying special attention to the needs of our newcomer students. This will result in a higher sense of physical and emotional safety among students as measured by a 3rd-5th Grade PBIS survey given in October and March.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	86.17%	90.00%	93.00%
Suspensions	African-American Students	-2pp	33.33%	10.00%	5.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	33.33%	0.50%	0.25

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	Increase the percentage of all students in Grades K-5 who will score at Proficient and Above on the F&P Assessment by the end of the school year by 10%.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	18.5%	23.5%	28.5%

ELA SBAC	Students with Disabilities	+20 points DF3	-103.1	-83.1	-63.1
ELA SBAC	English Learners	+20 points DF3	-102.7	-82.7	-62.7
District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)					
School Goal:	Through teacher PD and a strong focus on building math language for our ELLs, teachers will become more aligned in their language and students will be able to break down the complex language of the math CCSS, thereby increasing their access to the content and ability to communicate reasoning and increasing their overall performance on SBAC math by 10%.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	21.2%	34%	44%
Math SBAC	Students with Disabilities	+20 points DF3	-112.8	-92.8	-72.8
Math SBAC	English Learners	+20 points DF3	-82.3	-62.3	-42.3
District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)					
School Goal:	Through GLAD training, professional development around best practices for ELD, and coaching in Science and ELD, teachers will be prepared to consistently integrate Science with ELD and use Science content for designated ELD. This will result in an increase in student reclassification by 5%.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	17.48%	22.50%	27.50%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	Increase the percentage of all students in Grades K-5 who will score at Proficient and Above on the F&P Assessment by the end of the school year by 10%.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI	All Students	n/a	15.8%	36%	46%
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	41.06%	50%	60%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	42.38%	32.00%	22.00%
F&P	All Students	n/a	43.2%	53.2%	63.2%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

International Community School: School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Schoolwide Balanced Literacy			
June 2021 Language & Literacy Goal:		Increase the percentage of all students in Grades K-5 who will score at Proficient and Above on the F&P Assessment by the end of the school year by 10%.			
Theory of Action for Language & Literacy:		FELI Theory of Action: If we support teachers to maintain organized classroom libraries (that are leveled & organized by interest/theme) and clear routines/systems for student to check out books at their level, then students will have high-interest books at their level to continue their reading culture/practice at home which will lead to improved reading levels for students.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		Grades 3-5		15.8	N/A
F&P		Grades K-5		38.2%	N/A
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
All teachers administered the SRI. Better job tracking dominant language and L1/L2 expectations. Teachers invested in data and understanding student need. RAZ Kids, parent workshops, TEMAL					
What evidence do you see that your practices are effective?					
On our way to our goal in F&P.					
What are some possible implications for your 2019-20 SPSA?					
We can continue to make similar growth, increasing the target another 10% in F&P and another 10% in SRI.					
18-19 Standards-Based Instruction Priority:		Math and English Language Development			
June 2021 Standards-Based Instruction Goal:		Through teacher PD and a strong focus on building math language for our ELLs, teachers will become more aligned in their language and students will be able to break down the complex language of the math CCSS, thereby increasing their access to the content and ability to communicate reasoning and increasing their overall performance on SBAC math by 10%.			
Theory of Action for Standards-Based Instruction:		If teachers support ELLs in understanding the language of complex word problems, students will be able to make sense of problems, communicate their reasoning and problem solve.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		Grades 3-5		24.0%	N/A

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers doing more differentiation. High expectations. Teacher capacity for differentiation and data-driven instruction. Bulking up math literacy in K/1 through new technology

What evidence do you see that your practices are effective?

Big increase in Math IAB performance. Overall, girls slightly more engaged in reading than math

What are some possible implications for your 2019-20 SPSA?

Continue with ST Math contract. Make space for Math PD earlier in the year. Discuss ways to facilitate more math intervention with the limited resources we have. More consistent fact practice across the grades to strengthen foundation

18-19 Conditions for Student & Adult Learning Priority:	PBIS Key Practices		
June 2021 Conditions for Student & Adult Learning Goal:	ICS will continue teacher and staff PD, inclusive of after-school staff, to refine and implement Positive Behavioral Interventions and Supports (PBIS) key practices across the day school and after-school day and to build common language and practices. This will result in a higher sense of physical and emotional safety among students, as measured by a 10% increase in the student CHKS survey.		
Theory of Action for Conditions for Student & Adult Learning:	If we provide clear, consistent PD around PBIS norms and expectations to all stakeholders, we will see an increase in student's sense of physical and emotional safety, as well as a decrease in office referrals.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Culture/Climate Student	5th Graders	68.0%	N/A

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

PBIS work and aligning expectations. Engagement of parents. Full-time social worker. Aligned Tier 1 supports K-5

What evidence do you see that your practices are effective?

0 suspensions. Fewer tracker entries and very few URFs.

What are some possible implications for your 2019-20 SPSA?

Engage AA parents beyond one on one work with social worker. Leveraging site tracker data beyond PBIS team and sharing more consistently with all staff. Recruitment of more AA families.

18-19 Conditions for English Language Learners Priority:	Science and English Language Development
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June 2021 Conditions for English Language Learners Goal:		Through GLAD training, professional development around best practices for ELD, and coaching in Science and ELD, teachers will be prepared to consistently integrate Science with ELD and use Science content for designated ELD. This will result in an increase in student reclassification by 5%.	
Theory of Action for Conditions for English Language Learners:		If we provide time for planning, coaching, and professional development on the mode continuum and on how to carefully sequence language scaffolds and learning experiences, students will produce argumentative writing that meets grade-level expectations in science or other content areas.	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	English Learners	16.3%	N/A
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
PD Cycle on Science Notebooking Continuum. Teachers co-created student rubrics to align to the continuum. We added rubrics and student work samples to the final continuum.			
What evidence do you see that your practices are effective?			
Student's science writing has improved as demonstrated by use of the new rubrics. All students K-5 have been able to self-evaluate and reiterate science writing expectations.			
What are some possible implications for your 2019-20 SPSA?			
Formal use of rubrics for teacher science writing evaluation.			
18-19 Additional Priority:			
	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	English Learners	16.3%	N/A
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
What evidence do you see that your practices are effective?			
What are some possible implications for your 2019-20 SPSA?			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

No changes were made.

School	School ID	Network	Priority Area	Priority	June 2021 Goal	Theory of Action	Indicator	Student Group	17-18 Target	18-19 Target	19-20 Target	Other Leading Indicators
International Community School	186		Additional Priority Area 2	Family Engagement	Through increased academic and SEL workshop opportunities for families, we will see an increase in family engagement and participation, as well as increased family familiarity with and active support for school-wide priorities as measured by parent surveys.	If we provide opportunities for all parents to engage with the academic and SEL expectations set forth by the teachers and staff, parents will feel empowered to support, reinforce, and monitor expectations with their students.	Culture/Climate: Parent Participation Rate	All Students	25.0%	25.0%	25.0%	SPF, ICS School Culture Survey, CHKS Survey
International Community School	186		Additional Priority Area 2	Family Engagement	Through increased academic and SEL workshop opportunities for families, we will see an increase in family engagement and participation, as well as increased family familiarity with and active support for school-wide priorities as measured by parent surveys.	If we provide opportunities for all parents to engage with the academic and SEL expectations set forth by the teachers and staff, parents will feel empowered to support, reinforce, and monitor expectations with their students.	Culture/Climate	All Students	90.0%	90.0%	90.0%	SPF, ICS School Culture Survey, CHKS Survey
International Community School	186		Conditions for English Language Learners 2	Science and English Language Development	Through GLAD training, professional development around best practices for ELD, and coaching in Science and ELD, teachers will be prepared to consistently integrate Science with ELD and use Science content for designated ELD. This will result in an increase in student reclassification by 5%.	If we provide time for planning, coaching, and professional development on the mode continuum and on how to carefully sequence language scaffolds and learning experiences, students will produce argumentative writing that meets grade-level expectations in science or other content areas.	English Learner Reclassification	English Learners	16.3%	16.3%	21.3%	ELD Supports (visible on walls), CLOs (Content Language Objectives) in all Science and ELA Lessons, ADEPT, On-Demand Writing Assessment, Reclassification, FOSS Map, ICS Notebook Rubric

International Community School	186		Conditions for Student & Adult Learning 2	PBIS Key Practices	ICS will continue teacher and staff PD, inclusive of after-school staff, to refine and implement Positive Behavioral Interventions and Supports (PBIS) key practices across the day school and after-school day and to build common language and practices. This will result in a higher sense of physical and emotional safety among students, as measured by a 10% increase in the student CHKS survey.	If we provide clear, consistent PD around PBIS norms and expectations to all stakeholders, we will see an increase in student's sense of physical and emotional safety, as well as a decrease in office referrals.	Culture/Climat Student	5th Graders	68.0%	68.0%	78.0%	SPF, ICS School Culture Survey, CHKS Survey, ICS K-5 Student Survey, Tracking of perfect and improved attendance
International Community School	186		Language & Literacy 2	Schoolwide Balanced Literacy	Increase the percentage of all students in Grades K-5 who will score at Proficient and Above on the F&P Assessment by the end of the school year by 10%.	FELI Theory of Action: If we support teachers to maintain organized classroom libraries (that are leveled & organized by interest/theme) and clear routines/systems for student to check out books at their level, then students will have high-interest books at their level to continue their reading culture/practice at home which will lead to improved reading levels for students.	F&P	Grades K-5	38.2%	38.2%	43.2%	ICS F&P English/Spanish tracker with accurate L2 goals and formative data, such as teacher's conferring notes
International Community School	186		Language & Literacy 2	Schoolwide Balanced Literacy	Increase the percentage of all students in Grades K-5 who will score at Proficient and Above on the F&P Assessment by the end of the school year by 10%.	FELI Theory of Action: If we support teachers to maintain organized classroom libraries (that are leveled & organized by interest/theme) and clear routines/systems for student to check out books at their level, then students will have high-interest books at their level to continue their reading culture/practice at home which will lead to improved reading levels for students.	SRI	Grades 3-5	30.7%	30.7%	35.7%	

International Community School	186		Standards-Based 2 Instruction	Math and English Language Development	Through teacher PD and a strong focus on building math language for our ELLs, teachers will become more aligned in their language and students will be able to break down the complex language of the math CCSS, thereby increasing their access to the content and ability to communicate reasoning and increasing their overall performance on SBAC math by 10%.	If teachers support ELLs in understanding the language of complex word problems, students will be able to make sense of problems, communicate their reasoning and problem solve.	SBAC Math	Grades 3-5	24.0%	24.0%	27.0%	CEOU, End of Unit Assessments, Summative Tasks, SMI
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2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: International Community School

School ID: 186

3: SCHOOL STRATEGIES & PRACTICES

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

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	PBIS and School Culture Key Practices
School Theory of Action:	If we provide clear, consistent PD around PBIS norms and expectations to all stakeholders, we will see an increase in student's sense of physical and emotional safety, as well as a decrease in office referrals. Teachers will follow ICS Tier 1 practices consistently while the COST and PBIS team manage Tier 2 practices.
Related School Goal(s):	ICS will continue to consistently implement our agreed upon Tier 1 strategies while building and refining our Tier 2 targeted interventions, paying special attention to the needs of our newcomer students. This will result in a higher sense of physical and emotional safety among students as measured by a 3rd-5th Grade PBIS survey given in October and March.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	All returning teachers will receive refresher trainings on our PBIS Tier 1 and Tier 2 strategies. New teachers will get a more extensive PD to support students with trauma, foster and homeless youth.	The PBIS committee will refine our school wide plan...including common language for behavior expectations and conflict resolution procedures SW will work with students based on referrals from teachers; COST Team will work to support teachers who request additional help for students with social-emotional needs.	New teachers will understand and implement Tier 1 and Tier 2 strategies consistently.
1-2	Teachers and support staff will use visuals listing behavior expectations throughout the building.	Create visuals and ensure they are posted throughout building and in all classrooms. Teachers will have a week of minimum days to conduct home visits and share expectations with families. PBIS team will conduct walkthroughs to calibrate alignment and follow-through.	Schoolwide routines will enable student engagement, self-reflection, and conflict resolution.

1-3	Teachers will include time for whole class meetings.	Teachers will be given planning time at the beginning of the school year to plan social-emotional curriculum and/or circles. PBIS team will plan and facilitate PD to calibrate effectiveness of class meetings/circles. First PD cycle of year will be dedicated to developing lesson plans that address social-emotional learning.	Decrease in URFs, Increase in student sense of safety and trust, increase in student capacity to resolve conflicts
1-4	Teachers will have students create social/emotional goals at the beginning of each year and check in at the end of each trimester. Teachers will continue to make home visits in the beginning of the year in order establish positive relationships with students and families.	Home visits at the begining of the year to set student SEL goals. Parent/teacher conferences each Trimester to check back in on student SEL goals. Home visits on calendar. Minimum days the week of visits. Template given to teachers and translation provided.	Students will be able to articulate their SEL goals alongside their academic goals. Parents will be able to name their student's academic and SEL goals
1-5	Behavior Contracts given to students who are in more need of support in attaining their SEL goals.	Assistance requested from Behavioral Health Unit when necessary. Behavior contract templates will be provided to teachers and counselors.	Students in need of Tier 2 support will have modified, individual goals, which will result in fewer office visits and increased instructional time
1-6	Clear process for welcoming new students, particularly newcomers, and a protocol to get them immediately assigned to a newcomer class	Create a document that outlines steps for welcoming and integrating new students, including, but not limited to a welcome meeting, parent handbook, initial assessments, language modifications, and a buddy system. Ensure swift communication between Enrollment office, Admin. Assistant, Principal, and Teacher when a new student needs to be welcomed.	New students will have a faster acclimation to ICS behavior expectaitons and school-wide routines. Increased sense of belonging and trust.
1-7	Playworks Coach will model and align playground expectations to the school-wide PBIS expectations.	PBIS team will be in communication with Playworks Coach to ensure a clear understanding around the expectations and rationale Playworks Coach will participate in PBIS retreat at the beginning of the year and periodically check back in with PBIS team.	Increase in playground safety and decrease in conflicts that follow students into the classroom from recess. Increased instructional time

1-8	Teachers will consistently integrate Mindfulness practices into their daily routines and transitions.	PBIS team and Principal will include Mindfulness practices/refreshers in School Culture PD cycles. Include and model Mindfulness in all PD.	Decrease in URFs, Increase in student sense of safety and trust, increase in student capacity to resolve conflicts and de-escalate
1-9	Teachers will conduct home visits to connect with families, build trust, and set goals with students.	Principal will ensure minimum days are on the calendar and in the instructional minutes for home visits. Include home visit information and protocols in Family Handbook.	Increased parent involvement and familiarity with school-wide practices
1-10	In response to COST referrals or parent request, Social Worker/Family Liaison will conduct SSTs to gather information from parents and collaboratively plan supports for student academic progress and/or behavioral needs.	Principal will participate in the SST process. Calendar SSTs in COST meetings and loop in psychs and RSP teacher as needed.	Students will receive the necessary academic and SEL interventions, leading to increased positive behavior patterns and academic performance.
1-11	Social Worker will facilitate social skill groups	COST team and PBIS team will identify students that would benefit from a social skills group	Social Worker will report out on social skill groups and share progress/outcomes with COST and PBIS team
1-12	Kinder teachers will coordinate with the CDC to integrate preschool students into site Kinder activities. CDC will participate in site events such as the Halloween parade and the Walk for Your Heart event.	Principal will support communication between Kinder team and CDC.	CDC staff, students, and families will have a better understanding of what to expect in Kindergarten and feel integrated into the ICS community.
1-13	Newcomer students and families will be immediately welcomed by the Principal and given an overview of what to expect at ICS. We will follow a welcome protocol created by the PBIS/ILT teams including things such as free uniform clothing, a backpack, school supplies, and access to necessary services and resources.	Principal, Admin. Assistant, and Social Worker will ensure communication with the family, which may necessitate translation.	Newcomer students and families will have the resources they need to succeed at ICS and navigate the larger school system, feeling both included and informed.
1-14	School Social Worker will run restorative justice circles with students to repair harm.	COST team and PBIS team will identify students that need RJ circles. RJ circle will remain an option on the "desired action" section of the ICS minor behavior tracker	Social Worker will report out on RJ circles and share progress/outcomes with COST and PBIS team

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):		Math and English Language Development	
School Theory of Action:		If teachers support ELLs in understanding the language of complex word problems, students will be able to make sense of problems, communicate their reasoning and problem solve.	
Related School Goal(s):		Through teacher PD and a strong focus on building math language for our ELLs, teachers will become more aligned in their language and students will be able to break down the complex language of the math CCSS, thereby increasing their access to the content and ability to communicate reasoning and increasing their overall performance on SBAC math by 10%.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will consistently integrate GLAD Strategies in their math instruction to support ELLs, as well as varied student learning modalities.	Math Lead and Coach or Principal will facilitate PD around this key strategy. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	Students will have access to the language of the Math CCSS.
2-2	Teachers will regularly facilitate Math Discourse in their math lessons.	Math Lead and Coach or Principal will facilitate PD around this key strategy. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	Students will show an increase in their capacity to deconstruct complex word problems and it will be reflected on the CEOU. Students will be more collaborative and increase their use of academic language.
2-3	Teachers will include Visual Representations of the Math.	Math Lead and Coach or Principal will facilitate PD around this key strategy. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	We will see a stronger core academic curriculum and program. Content and concepts will be more visible and accessible.

2-4	Teachers will consistently promote a Growth Mindset and Student Engagement.	Math Lead and Coach or Principal facilitate PD around how to promote a growth mindset within math lessons and subsequently increase student engagement during math. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	Students will show a growth mindset and problem-solving skills while participating in student-facilitated learning to meet the state's academic proficiency and advanced levels of achievement in math.
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Schoolwide Balanced Literacy
School Theory of Action:	FELI Theory of Action: If we support teachers to maintain organized classroom libraries (that are leveled & organized by interest/theme) and clear routines/systems for student to check out books at their level, then students will have high-interest books at their level to continue their reading culture/practice at home which will lead to improved reading levels for students.
Related School Goal(s):	Increase the percentage of all students in Grades K-5 who will score at Proficient and Above on the F&P Assessment by the end of the school year by 10%. Target Student Group
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Implement Reading and Writing Workshop daily. Implement Guided Reading daily and strategy groups with at least two groups per week to support GATE students to access standards through a differentiated model.	Professional development on Writing Workshop and coaching into English errors Principal will ensure all teacher are implementing Reading and Writing workshop daily through informal walkthroughs. Informal feedback will be shared with teachers regularly and more in-depth, formal feedback will be shared following the Balanced Literacy cycle.	Growth in F&P and SRI, Informal observation notes and conferring notes will reflect improvement in target areas/word attack strategies/comprehension

3-2	Include daily conferring with at least 3 students.	Monitor conferencing and guided reading implementation by collecting data and/or teacher logs using data log. ILT will plan PD sessions focusing on Balanced Literacy components including conferring and shared reading.	Growth in F&P and SRI, Informal observation notes and conferring notes will reflect improvement in target areas/word attack strategies/comprehension
3-3	Teachers will meet in grade level teams to collaboratively plan balanced literacy lessons, keeping in mind students with disabilities during planning.	Schedule will be created to allow for release time (PE, music, art, computer, library) and coaches to facilitate grade level team planning The use of field, gym, or other area will be marked on Shared Site Facilities Calendar	Lesson design will map onto Lucy Calkins, but also clearly reflect grade level CCSS for ELA and ELD, which will be reflected in growth on reading and writing assessments
3-4	Teachers will guide students and parents on the importance of meeting half a year's growth in F&P scores each trimester to increase Parental and Family Engagement.	Reading Coach and Principal will ensure all students know and understand their goal of making a half a year's growth in F&P scores each trimester. Principal will ensure the use of the school-wide goal setting form and school-wide goal tracking of minutes read by all grades.	Parents will understand student reading goals, increasing their capacity to support their student's reading at home. This will be reflected in growth on reading assessments.
3-5	Teachers will backwards plan Spanish literacy K-1 foundational skills to support African-American and Latino students in the Dual Language program.	The Design Team will reorganize the transition of English instruction in grades 1-2. Principal will support Design Team and ensure participants are compensated for their time	Higher percentage of K-2 students meeting grade level Spanish reading proficiency targets
3-6	Students will be awarded at the end of each trimester for meeting their goals.	Ensure teachers are monitoring student reading level growth by having teacher data conferences Calendar dates for student achievement recognition assemblies. Students who are performing far below grade level in Reading will be provided an SST and considered for Reading Partners and/or After School Program	Increased student motivation around, engagement with, and articulation of their individual reading goals

3-7	Provide parent education on the CCSS for ELA and literacy school-wide. Provide parents with information and tools to monitor their students' goals.	ILT, sw/family liaison, and parent leaders will decide on what type of parent education opportunities will be provided. Create agendas for parent education workshops. Calendar a parent literacy workshop early in the year to introduce reading levels, goals, and at-home strategies.	Parents will understand student reading goals, increasing their capacity to support their student's reading at home. This will be reflected in growth on reading assessments. They will also better understand CCSS and grade level proficiency targets.
3-8	STIP substitutes support K-2 teachers during small group instruction. Small group instruction will be tailored to students' performance levels and literacy skills, and will provide low-performing students with additional, targeted instruction.	STIP subs will be provided training to use LLI. Principal and ILT will create a schedule to include STIP sub coverage. All teachers should agree to not pull STIP subs for alternate duties unless for an emergency.	Teachers will have increased time for differentiated instruction and increased support for their struggling readers, leading to increased performance on F&P.
3-9	In June & August, K teachers meet with incoming Kindergarten families to discuss Literacy goals, assessments, and key strategies (especially "read at home" program). This is to support transitioning preschool and TK students from early childhood programs to elementary school.	Principal will support K teachers and parents through this process. Events will be put in the ICS Calendar	Incoming Kinder parents will be familiar with our 50/50 model and how to best support their student at home
3-10	Teachers will nominate students to participate in the after-school program, based on criteria for an extended learning time that supports and enriches students' school-day instruction.	Principal will support a rich and rigorous extended learning time by ensuring they have assigned classrooms, keys, and aligned academic and social/emotional supports. A schedule will be created to ensure after-school rooms are rotated fairly. Instructors and teachers should make room-use agreements.	Support for ASP students through Reading Partners will lead to increased F&P scores for cusp readers in need of an extra push
3-11	Teachers will create a safe and nurturing learning environment so that all students are able to have basic needs met in order to prepare for academic learning.	All students new to ICS will meet with the Principal and their teacher to assign them a buddy and to review school expectations, goals, rewards and consequences. All new students including Foster youth will be provided support so they can successfully integrate into their classes and be academically successful.	Students will have an increased sense of safety and relational trust leading to higher academic performance. Fewer behavior issues will lead to fewer spent outside the classroom.

3-12	Provide reading intervention through Reading Partners	Literacy Coach and Principal will help teachers identify students who will most benefit from Reading Partners support. Principal, Literacy Coach, and teachers will use 1st Trimester Data Conferences to identify students approaching grade level in reading who need an extra push toward proficient.	Increased F&P scores for cusp readers in need of an extra push
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Science and English Language Development
School Theory of Action:	If we provide time for planning, coaching, and professional development on the mode continuum and on how to carefully sequence language scaffolds and learning experiences, students will produce argumentative writing that meets grade-level expectations in science or other content areas.
Related School Goal(s):	Through GLAD training, professional development around best practices for ELD, and coaching in Science and ELD, teachers will be prepared to consistently integrate Science with ELD and use Science content for designated ELD. This will result in an increase in student reclassification by 5%.
Students to be Served by these Practices	English Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will facilitate hands-on science activities and provide students opportunities to read related grade-level science texts.	Extra time/support needed for Kinder and First grade teams as they roll out the new dual immersion program. Common planning time for Science/ELD two times per month.	Increased performance on FOSS Map and NGSS Foss-related assessments
4-2	Teachers will create and maintain science word walls and bulletin boards.	Science coach will work with teachers during common planning time to create language objectives for science lessons. Science Coach will create an equitable schedule to ensure teachers get the right amount of support to implement science lessons including English Language Development.	The ICS community will know what science learning is happening in each classroom

4-3	Teachers will design lesson plans for science that include language objectives.	Professional development should be provided to all teachers to support notebooking and monitoring & tracking of student engagement in academic discussions. Data collection calendar added to PD calendar	Students will have access the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.
4-4	Teachers will ensure students are reading complex text independently regularly.	Create a system to ensure teachers are collecting and monitoring ELD progress as measured by the ADEPT, key language objectives, and science notebooks. This system will include collection of planning notes or lesson plans, posting language objectives by grade level and collection of data from assessments, both formal and informal, to track progress. Create an accountability system within ILT and Coach team.	Students will have access the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.
4-5	All teachers will teach hands-on and literacy based science lessons in English and integrate ELD objectives (mid year for 1st grade bilingual) four days per week.	Ask teachers to name designated and integrated ELD blocks in their daily schedule which will be submitted by Week 3. Admin team reviews daily schedules and checks in with teachers to make any necessary changes.	Students will have access the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.
4-6	Teachers will teach daily integrated and designated ELD lessons, that will address and support English Language Learners at all proficiency levels, including Newcomers.	Ask teachers to name designated and integrated ELD blocks in their daily schedule which will be submitted by Week 3. Admin team reviews daily schedules and checks in with teachers to make any necessary changes.	Students will have access the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teachers will nominate students to participate in the after-school program, based on criteria for an extended learning time that supports and enriches students' school-day instruction.	186-1
\$7,426.80	General Purpose Discretionary	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Professional development on Writing Workshop and coaching into English errors Principal will ensure all teacher are implementing Reading and Writing workshop daily through informal walkthroughs. Informal feedback will be shared with teachers regularly and more in-depth, formal feedback will be shared following the Balanced Literacy cycle.	186-2
\$849.25	General Purpose Discretionary	Classified extra time	Goal 2: Students are proficient in state academic standards.	2211	n/a		n/a		Overall support for academic and social-emotional practices	186-3
\$19,201.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	186-4
\$2,837.13	General Purpose Discretionary	Contract -Playworks	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Playworks Coach will model and align playground expectations to the school-wide PBIS expectations.	186-5
\$3,500.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	186-6
\$226.13	LCFF Concentration	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Create visuals and ensure they are posted throughout building and in all classrooms. Teachers will have a week of minimum days to conduct home visits and share expectations with families. PBIS team will conduct walkthroughs to calibrate alignment and follow-through.	186-7

\$21,773.87	LCFF Concentration	Contracts - Playworks	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Playworks Coach will model and align playground expectations to the school-wide PBIS expectations.	186-8
\$3,000.00	LCFF Concentration	ST Math License	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Math Lead and Coach or Principal will facilitate PD around this key strategy. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	186-9
\$45,471.43	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	STIP subs will be provided training to use LLI. Principal and ILT will create a schedule to include STIP sub coverage. All teachers should agree to not pull STIP subs for alternate duties unless for an emergency.	186-10
\$114,428.75	LCFF Supplemental	11 month TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	1.00	Math Lead and Coach or Principal will facilitate PD around this key strategy. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	186-11
\$12,389.00	LCFF Supplemental	Contract- Playworks	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Playworks Coach will model and align playground expectations to the school-wide PBIS expectations.	186-12
\$10,023.85	LCFF Supplemental	Social Worker	Goal 5: Students are engaged in school every day.	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.20	School Social Worker will run restorative justice circles with students to repair harm.	186-13

\$46,441.89	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	55	Teacher Education Enhancement	0.40	Schedule will be created to allow for release time (PE, music, art, computer, library) and coaches to facilitate grade level team planning The use of field, gym, or other area will be marked on Shared Site Facilities Calendar	186-14
\$19,516.00	Measure G	Sr. Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.40	Schedule will be created to allow for release time (PE, music, art, computer, library) and coaches to facilitate grade level team planning The use of field, gym, or other area will be marked on Shared Site Facilities Calendar	186-15
\$766.00	Measure G	Library technology/computers	Goal 3: Students are reading at or above grade level.	4420	Computer < \$5,000		n/a		Schedule will be created to allow for release time (PE, music, art, computer, library) and coaches to facilitate grade level team planning The use of field, gym, or other area will be marked on Shared Site Facilities Calendar	186-16
\$1,397.00	Title I: Basic	Contract - Mosaic	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		The PBIS committee will refine our school wide plan...including common language for behavior expectations and conflict resolution procedures SW will work with students based on referrals from teachers; COST Team will work to support teachers who request additional help for students with social-emotional needs.	186-17
\$79,235.05	Title I: Basic	Social Worker	Goal 5: Students are engaged in school every day.	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.80	Social Worker will facilitate social skill groups	186-18
\$1,544.41	Title I: Parent Participation	Extended Contract-SSC Childcare	Goal 6: Parents and families are engaged in school activities.	2925	Other Classified Salaries: Overtime		n/a		Provide parent education on the CCSS for ELA and literacy school-wide. Provide parents with information and tools to monitor their students' goals.	186-19

\$5.59	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		Provide parent education on the CCSS for ELA and literacy school-wide. Provide parents with information and tools to monitor their students' goals.	186-20
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Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

ICS _____ agrees to implement the following statutory requirements:
(Name of school)

- 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 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents participate in the creation and review of the Title 1 plan through SSC the 2nd Wed. of each month. SSC members vote on how to spend Title 1 money for the upcoming year. Parent leaders help create the Parent Involvement Plan, as well as the Home/School Compact presented to parents during home visits and conferences.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly parent leader meetings and Coffee Chat, Workshops, SSC, and SELL

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Done through SSC, SELL, and monthly parent leader meetings

STATE AND FEDERAL PROGRAMS



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

During Title 1 Meeting and on an on-going basis in SSC and SELL

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Done through monthly SSC, SELL, and parent leader meetings

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Done through monthly SSC, SELL, and parent leader meetings

School-Parent Compact

(Name of school) ICS:

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) **ICS** _____:

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

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

Done through parent/teacher conferences, home visits, and workshops.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

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

Done through teacher-led workshops

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

Done through Staff PD during Cycle 1: School Culture and Climate



- **Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.**
(In the box below, briefly describe or bullet how this happens at your schools.)

Scheduled through parent leader meetings and includes events and workshops coordinated by parent leaders

- **Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.**
(In the box below, briefly describe or bullet how this happens at your school.)

Done through SSC, SELL, Title 1 meeting, and on-going parent leader meetings

- **Provides support, during regularly meetings, for parental activities requested by Title I Program parents.**
(In the box below, briefly describe or bullet how this happens at your school.)

Done through SSC, SELL, Title 1 meeting, and on-going parent leader meetings

Accessibility

- **Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.**
(In the box below, briefly describe or bullet how this happens at your school.)

All school meetings, assemblies, workshops, documents fliers, and communication through text and robo calls are translated in Spanish. Home/School texts from the principal and teachers are automatically translated to home language through the Talking Points app and complaint procedures are provided in additional languages.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Turning Students

STATE AND FEDERAL PROGRAMS

Adoption

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

This policy was adopted by the (Name of School) ICS _____ School Site Council on (Date) 11/7/18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) ICS _____'s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

11/7/18

(Date)

ICS

Elementary School Compact

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Elementary

School Name: ICS

Chairperson : Judith Mendez
Vice Chairperson: Denise Case
Secretary: Alejandra Cruz

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Eleanor Alderman	X			
Zulma Garfias-Beltran			X	
Carolina Cerda-Equihua		X		
Denise Case		X		
Cynthia Lopez		X		
Judith Mendez				X
Sonia Escobar				X
Angelica Serna				X
Maria Guzman				X
Alejandra Cruz				X

Meeting Schedule (day/month/time)	2nd Wednesdays 4:00-6:00pm
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SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

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