

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for International Community Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for International Community Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: International Community School
CDS Code: 1612596118616
Principal: Monica Guzman
Date of this revision: 5/11/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact: Monica Guzman	Position: Principal
Address: 2825 International Boulevard Oakland, CA 94601	Telephone: 510-532-5400 monica.guzman@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President



2016-2017 Single Plan for Student Achievement (SPSA)

School: International Community School
CDS Code: 1612596118616
Principal: Monica Guzman
Date of this revision: 5/11/2016

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Contact: Monica Guzman **Position:** Principal
Address: 2825 International Boulevard **Telephone:** 510-532-5400
Oakland, CA 94601 monica.guzman@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: International Community School **Site Number:** 186

- | | |
|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the Single 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).
- Opportunity was provided for public input on this school's Single 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: MAY 18, 2016

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

- Fliers in students' home languages Announcement at a public meeting Other (Notices, Media Announcements, etc.)

Signatures:

MONICA GUZMAN
Print name of School Principal

[Signature]
Signature

5/19/16
Date

Griselda Valdés

Print name of SSC Chairperson

Griselda Valdés

Signature

5/19/16

Date

Jahoshia Martin

Print name of Network Superintendent

Jahoshia Martin

Signature

5/19/16

Date

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian

Signature

5-26-16

Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/10/2016	SSC	Feb 10, March 16, May 18...dates when we shared rationale, overview, and approval of site plan.
4/4/2016	ILT	April 4, May 2...Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
4/11/2016	Faculty	Review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$55,125.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$181,307.62	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$333,311.79	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$64,119.66	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,643.64	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$65,763.30	\$0.00

ABOUT THIS SCHOOL

School Description

International Community School (ICS) is a bilingual school in the heart of the Fruitvale neighborhood. 98% of students qualify for free or reduced lunch and therefore, many students face a variety of challenges due to poverty. 75% of students are English Language Learners (ELL), however the majority of students come from homes where English is not the main language spoken. The majority of students come from Spanish speaking homes; followed by Mam (Guatemalan dialect) and very few Arabic or other languages. Although most parents undoubtedly have high expectations for their children, only some are able to provide their children with rich language and literacy experiences at home. The majority of students enter ICS with language and vocabulary deficits.

Understanding this need, ICS has redesigned its academic program to better meet the needs of the community. In the 2015-16 school year, ICS started a Dual Language Spanish Immersion Program in both Kindergarten classrooms and this cohort of students will continue in the dual language program throughout their years at ICS. Therefore the whole school is transitioning its program to the dual language model. Students will learn literacy in Spanish in Kinder and 1st grade while learning science and math in English. Students will begin learning literacy in English in the second grade while maintaining Spanish literacy through math and other subject areas.

ICS has created and maintained a highly positive and supportive school culture. ICS became a PBIS school in 2015-16. It has adopted and implemented PBIS Expectations and the No Bully System to ensure students are guided to focus on being safe, respectful, responsible and caring. ICS teachers established and maintain open and solution-focused communication among themselves and with students and families. ICS teachers participate in peer observations, common planning, leadership and design teams, as well as school site and faculty councils to ensure they are maintaining focus and adhering to the school vision and mission. ICS teachers also participate in home visits. They only go visit families who welcome the teachers into their home in the beginning of the school year. This helps to build strong relationships with our community. The principal and support staff also participate in home visits.

ICS families and community partners are slowly, but steadily, becoming more knowledgeable on students' needs and challenges and how they can contribute to increasing all students' achievement.

School Mission and Vision

ICS is a bilingual Science focus school, soon to offer a Spanish Dual Language program in all grades K-5. In the 2016-17 school year, the dual language program will be in both Kinder and 1st grade classrooms. Our vision is to provide high quality learning experiences for all students in order to prepare them for middle and high school and beyond. Our students will be able to translate hands-on science learning experiences, including active note taking and academic discussions, into other subject areas in order to make meaning, think critically, and generate new ideas in both English and Spanish. Our students will be prepared to thrive in the 21st Century by having developed personal, community, and cultural awareness, as well as building technological and relationship skills throughout their years at ICS. All ICS students will become bilingual and biliterate. Students will know their school is a safe, structured, rigorous and fun environment where all stakeholders, including families and teachers, are actively engaged in decision-making and life long learning.

Our mission for the 2015-16 school year was 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 will continue to 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 are providing more opportunities to use vocabulary through integrating art lessons and projects with the FOSS science units. We also want to see more evidence of student learning in science in the classrooms and in the common areas.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Schoolwide Balanced Literacy
Major Improvement Priority #2:	Science and English Language Development
Major Improvement Priority #3:	Student and Family Engagement

MAJOR IMPROVEMENT PRIORITY #1: Schoolwide Balanced Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
100% of students have and know their reading levels and goals as evidenced by the goal setting forms that teachers used at home visits and at each report card conference.	Schoolwide, most reading errors are made in comprehension. Students lack the vocabulary skills necessary to comprehend what they decode in English and/or Spanish.
100% of students have access to a variety of books at their reading level as evidenced by the classroom libraries which are a combination of classroom libraries purchased by the district and by ICS over the years.	Students lack the language skills (any language English, Spanish, other) and real life experiences to fully comprehend a variety of texts. 2015-16 CELDT data shows that 73.5% are English learners. Of these only 27.1% are at Early Advanced or Advanced.
As of mid-year benchmarks, in K, 30.6% of students are scoring at or above grade level in Spanish reading; in 1st bilingual 11.1% are scoring at or above grade level in Spanish reading; in 1st Sheltered 17.7% at/above in English Reading; in 2nd 1st bilingual 32.2% are scoring at or above grade level in Spanish reading; in 2nd Sheltered 7.6% at/above in English Reading; in 3rd grade 6.3% at/above in English reading; in 4th grade 10.4% at/above in English Reading; in 5th grade 10.8% at/above in english reading.	A small group of students throughout the school suffer from post traumatic stress or other effects of poverty. These students need immediate attention from teachers, staff, or peers and often times their behavior causes disruptions to the learning environment and in extreme cases it puts a strain on the class culture. There are 22 students in counseling this school year.
	Mid-year SRI data shows 61% of students are multiple years below in reading.

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

This year we experienced gains in our student reading scores on F&P and SRI based on the fact that many students are individually making academic gains. Teachers were able to improve practice by taking risks and engaging in peer observations, lesson study, and common planning sessions. Parents and teachers set and monitored student reading progress throughout the year. ICS students who met reading goals and who participated in reading events throughout the year were celebrated and hence, our culture of reading is beginning to take hold.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

The main key root cause for the performance is the newly established positive school culture, including the culture of reading. Seeds have been planted and are being nurtured as they are becoming cultivated. Gains are small but steadily increasing. As teachers are getting to know the new Lucy Calkins Units of Study curriculum (Reading and Writing) there is still much more to be developed in teachers' mastery of teaching. As a staff, we still need to develop the most effective ways to maximize reading as well as language skills. Students need much more exposure to words! Students at ICS must increase their lexicons by having much more exposure to language rich experiences, both inside and outside of the classroom. ICS teachers, support staff, after school program, and other partners should collaborate to ensure more student interactions are language-rich experiences. These experiences could happen in the classroom during whole group, small group or individualized instruction, all types of conversations, interviews, class meetings, just to name a few. Families should continue to be active supporters of students and engage in discussions with their children daily. As a school that is in its design phase for a new program, exposure to these experiences should be at the forefront.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	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%.	SRI	Low- Income Students	31%	51%	61%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase the percentage of students who will score at Proficient and Above on the SRI by the end of the school year by 10%.	SRI	All Students	18.1%	28.1%	38.1%	3: Students are reading at or above grade level.
Academic	Increase the percentage of English Learners who will be reclassified by 3% by Spring 2016.	EL Reclassification	English Learners	11.3%	14.3%	24.3%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Implement key elements of Balanced Literacy, specifically conferring and shared reading.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Implement Reading and Writing Workshop Daily. Implement Guided Reading Daily/ strategy groups with at least two groups	Professional development on Writing Workshop and coaching into English errors	Principal will ensure all teacher are implementing Reading and writing workshop daily.
Include daily conferring with at least 3 students each day	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.
Teachers will meet in grade level teams to collaboratively plan balanced literacy lessons	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
Teachers will guide students and parents on the importance of creating half a year's growth in F&P scores each trimester.	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.
Teachers will backwards plan Spanish literacy K-1 foundational skills	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
Students will be awarded at the end of each trimester for making half a year's growth.	Ensure teachers are monitoring student reading level growth by having teacher data conferences	Calendar dates for student achievement recognition assemblies. All students who are performing below grade level in Reading will be provided an SST and considered for Reading Partners and/or After School Program
All students identified as GATE will be a part of the student run newspaper.	A GATE class will be included in the master schedule. A teacher or STIP sub will work with students to gain more advanced practice in literacy	The GATE program will be monitored and support provided by the Principal and Reading Coach as needed.
Provide parent education on literacy, school wide.	ILT and parent leaders will decide on what type of parent education opportunities will be provided. Create agendas for parent education workshops (Could be modeled after APTT	Calendar in parent literacy workshop early in the year.
STIP substitutes support teachers during small group 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 duties unless for an emergency.

In June & August, K teachers meet with incoming Kindergarten families on Literacy goals, assessments, and key strategies (especially "read at home" program).	Principal will support K teachers and parents through this process.	Events will be put in the ICS Calendar
Teachers will nominate students to participate in the after school program	Principal will support After school program 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.
Teachers will create a safe and nurturing learning environment so 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.

MAJOR IMPROVEMENT PRIORITY #2: Science and English Language Development

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
100% of classes are using science notebooks. Teachers have set language objectives for each lesson, and students are using their notebooks to practice the language objectives in writing.	Many students have not yet been reclassified. This year only 24 students (7.5%) were eligible to be reclassified Spring 2016.
100% of classes are having academic discussions in science. Students are practicing oral language objectives during academic discussions.	In Fall 2015 the majority of students in ICS were classified as ELL (251/320). Also, 34 of 183 2nd-5th grade students were at levels 3-4 in CELDT but do not have high enough scores in SRI or DIBELS (or vice versa) to be reclassified.
85% of classes are engaged in hands-on science for more than the required number of minutes.	Little integrated and designated ELD instruction due to time restrictions, except as integrated into science instruction.

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
This was our first year combining science and ELD instruction in all classrooms school wide. Creating content and language objectives is a new practice for teachers and has been a slow process.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Teachers need more planning time to create content and language objectives for each and every science lesson. It would be ideal if teachers could also create a list of vocabulary words to go along with each unit and provide students with multiple opportunities to engage with these words in a variety of contexts. Since the current FOSS curriculum focuses on observation, participation, and overall science concepts, very little vocabulary and language development is readily laid out for teachers. Furthermore, creating alternate measures for showing gains in oral language are quite difficult to develop. ICS has created a notebook continuum to monitor student notetaking in English. Currently, 4 grade levels are using language objectives in all of their science lessons; 2 grade levels are not using language objectives in all of their lessons, but will by the end of April.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	80% of all ICS students in grades 1-5 will move one level on the science notebook continuum by the end of the year. Continuum will be developed and tested during the 2015-2016 year, and will be fully implemented during the 2016-2017 year.	EL Reclassification	English Learners	NA	Continuum developed, tested.	80% of students scoring proficient	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By the end of the year, 80% of students will show at least one level's growth in English language proficiency on the ADEPT.	CELDT	English Learners	NA	80% of students showing growth on ADEPT	80% of students showing growth in English	4: English learners are reaching English fluency.
Academic	80% of all students will be able to engage in academic discussions using science vocabulary in English with peers by the end of the year.	CELDT	English Learners	NA	80% of students engaging in discussions using academic vocabulary	80% of students successfully engage in oral language discussions	4: English learners are reaching English fluency.
Academic	100% of all science lessons in all classrooms by the end of the year will include one content and one language objective.	CELDT	English Learners	NA	100% of lessons will include language objectives	100% of lessons have content language objectives	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Classroom teachers, with support of the Science Coach, will plan and implement science hands-on and literacy-based lessons including content and language objectives.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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.
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.
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
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.	
All teachers will teach hands-on and literacy based science lessons in English and integrating ELD objectives (mid year for 1st grade bilingual) four days per week.		
Teachers will teach daily designated ELD lessons		

MAJOR IMPROVEMENT PRIORITY #3: Student and Family Engagement

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
0 Suspensions this school year	Some (approximately 5% of total population) students act out by demonstrating severe attention seeking behaviors which often disrupts instruction and class culture.

7.8% chronic absence rate and high daily attendance rate	Some (approximately 10% of total population) students engage in bully-like behaviors, mainly name calling, racial slurs, or exclusion.
High positive school culture and climate score on SPF. 6.0 chronic absences and suspension 3.5 Climate Student and Parent 6.0 Climate Staff 2.25 SEL	Lack of resources to facilitate behavior management groups/ anti-bullying outreach.

ROOT CAUSE ANALYSIS for Priority #3	
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?	
ICS is a new PBIS school. We are continuously working together to maintain the positive and unified school climate. Teachers are challenged by having large class sizes or a high number of socially or emotionally needy students in one group. Teachers are highly focused on planning highly engaging and language rich lessons so that students are motivated to stay engaged and focused on learning. Teachers and the entire ICS staff and community partners take the time to meet family and truly get to know students and their individual needs so all students feel safe and welcome in our school, especially students with the highest needs. All students are treated fairly and with love and respect. Students, teachers, all staff, families and partners are encouraged to follow the ICS expectations of being safe, respectful, responsible and caring.	
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?	
Teachers and all staff become challenged and stretched to unforeseen limits when students are undiagnosed, unmedicated, or not able to receive the adequate services to aid in developing their social and emotional well being, while managing life with unstable basic needs. Teachers are not trained as social workers and many become highly stressed when they can't fully support all students in their classroom. Often time it takes years to fully understand why students display severe behaviors.	

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	85% of all ICS Students will earn a score of 3 or above on their SEL goals on their report cards by the end of the second trimester.	SEL	All Students	None	85% of students will score 3 or above	85%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	There will be an increase to 100% of all teachers making home visits to ensure classroom teachers are able to establish positive relationships with students and families by the end of the first trimester.	Culture/ Climate: Parent	All Students	13/14 teachers made home visits	100% of teachers make home visits	100% of teachers making home visits to 85% of families	6: Parents and families are engaged in school activities.

Climate & Culture	Chronic absence rate will be reduced by 1% by 2015-2016.	Chronic Absence	All Students	7%	8%	7%	5: Students are engaged in school everyday.
Climate & Culture	Suspension rate will remain at 0%	Suspensions	All Students	1 student suspension	0 student suspension	0 student suspensions	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *ICS will plan and implement Positive Behavioral Interventions and Supports (PBIS) key practices to allow for common language and practices across the school and the grades.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All teachers will receive training on effective PBIS.	The PBIS committee will create a school wide plan...including common language and conflict resolution procedures	MSW will work with students based on referrals from teachers; committee will work with teachers who request additional help for students with social-emotional needs.
Teachers and support staff will use visuals listing behavior expectations throughout the building.		Teachers will have a week of minimum days to conduct home visits.
	Teachers will be given planning time at the beginning of the school year for teachers to plan social-emotional curriculum in the classroom.	Teachers will have translation services provided as necessary to conduct home visits and communicate with parent leaders.
Teachers will include time for whole class Caring School Community meetings on their lesson plans.		First PD cycle of year will be dedicated to developing lesson plans that address social-emotional learning.
Teachers will have students create social/emotional goals at the beginning of each year and check in at the end of each trimester.	Principal will meet twice monthly with parent leaders.	Behavior contract templates will be provided to teachers and counselors.
Behavior Contracts given to students who are in more need of support in attaining their SEL goals.		Attendance team will meet monthly to address issues of chronic absence.

<p>Schoolwide routines will enable student engagement, self-reflection, and conflict resolution.</p>		<p>Parent Roundtable meetings will continue to occur two times each month. Parent leaders from each classroom are members of the roundtable. The parent leader duties include communicating regularly with classroom teachers and other parents from the classroom to keep all abreast of upcoming activities, events, trainings, needs, or other. Parents report back to the Roundtable at each meeting. The principal founded the Roundtable and facilitates the meetings. The principal and key parent leaders create the agendas for the Roundtable meetings.</p>
<p>Teachers will continue to make home visits in the beginning of the year in order establish positive relationships with students and families.</p>	<p>Support will be given to all teachers to ensure they feel safe to make home visits. STIP subs, teacher leaders and principal will be made available to go on home visits with teachers in pairs for added support and/or interpreting Spanish/English.</p>	<p>Parents will continue to receive bi-weekly newsletters from the school</p>
<p>Teachers will maintain weekly formal or informal communication with parents.</p>	<p>No Bully Solution team will meet with students on an as-needed basis to help resolve conflicts when there in an imbalance of power.</p>	<p>All new students including Foster youth will be provided support so they can successfully integrate into their classes and be academically successful. 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.</p>
		<p>Define COST and SST process.</p>
		<p>Parents involved in OUSD Dual Language Design Team</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	After school program	Calendar dates for student achievement recognition assemblies. All students who are performing below grade level in Reading will be provided an SST and considered for Reading Partners and/or After School Program	A1.6: After School Programs	5825	n/a	n/a	n/a	186-1	186
\$41,308.76	General Purpose Discretionary	35% of TSA Salary and Benefits	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.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0112	0.35	186-2	186
\$6,291.24	General Purpose Discretionary	Overall office and school supplies	Professional development should be provided to all teachers to support notebooking and monitoring & tracking of student engagement in academic discussions.	A4.1: English Learner Reclassification	4310	n/a	n/a	n/a	186-3	186
\$2,000.00	General Purpose Discretionary	Copy machine maintenance	Monitor conferencing and guided reading implementation by collecting data and/or teacher logs using data log.	A2.8: Data & Assessment	5610	n/a	n/a	n/a	186-4	186
\$3,025.00	General Purpose Discretionary	Reading Partners (still need \$9475 to complete total \$12,500)	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.	A3.2: Reading Intervention	5825	n/a	n/a	n/a	186-5	186
\$2,300.00	General Purpose Discretionary	License for Reading A-Z	Implement Reading and Writing Workshop Daily. Implement Guided Reading Daily/strategy groups with at least two groups	A3.2: Reading Intervention	5846	n/a	n/a	n/a	186-6	186
\$200.00	General Purpose Discretionary	Postage	In June & August, K teachers meet with incoming Kindergarten families on Literacy goals, assessments, and key strategies (especially "read at home" program).	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5910	n/a	n/a	n/a	186-7	186
\$59,012.51	LCFF Supplemental	50% TSA Salary and Benefits	Professional development on Writing Workshop and coaching into English errors	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0112	0.5	186-8	186
\$38,710.47	LCFF Supplemental	30% of Prep Teacher Salary and Benefits	Science coach will work with teachers during common planning time to create language objectives for science lessons.	A4.1: English Learner Reclassification	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEP0151	0.3	186-9	186
\$38,197.19	LCFF Supplemental	STIP Salary and Benefits	Implement Reading and Writing Workshop Daily. Implement Guided Reading Daily/strategy groups with at least two groups	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP0369	1	186-10	186
\$43,519.70	LCFF Supplemental	STIP Salary and Benefits	Implement Reading and Writing Workshop Daily. Implement Guided Reading Daily/strategy groups with at least two groups	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP0429	1	186-11	186
\$1,867.75	LCFF Supplemental	Meeting Refreshments	Parent Roundtable meetings will continue to occur two times each month. Parent leaders from each classroom are members of the roundtable. The parent leader duties include communicating regularly with classroom teachers and other parents from the classroom to keep all abreast of upcoming activities, events, trainings, needs, or other. Parents report back to the Roundtable at each meeting. The principal founded the Roundtable and facilitates the meetings. The principal and key parent leaders create the agendas for the Roundtable meetings.	A6.1: Parent / Guardian Leadership Development	4311	n/a	n/a	n/a	186-12	186
\$21,000.00	Measure G (School Libraries)	Books and supplies for library	Teachers will ensure students are reading complex text independently regularly.	A3.2: Reading Intervention	4200	n/a	n/a	n/a	186-13	186
\$4,875.00	Measure G (TGDS)	Alternate Observer Stipend	Teachers will design lesson plans for science that include language objectives.	A2.6: Teacher Evaluation	1122	n/a	n/a	n/a	186-14	186
\$12,525.00	Measure G (TGDS)	Substitute Teachers for TGDS	Teachers will design lesson plans for science that include language objectives.	A2.6: Teacher Evaluation	1150	n/a	n/a	n/a	186-15	186
\$3.90	Measure G (TGDS)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	186-16	186
\$29,925.00	Program Investment	Playworks	The PBIS committee will create a school wide plan...including common language and conflict resolution procedures	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	186-17	186
\$17,703.75	Title I Basic	15% TSA Salary and Benefits	Monitor conferencing and guided reading implementation by collecting data and/or teacher logs using data log.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0112	0.15	186-18	186
\$43,544.99	Title I Basic	100% of 0.5 FTE Social Worker Salary and Benefits	MSW will work with students based on referrals from teachers; committee will work with teachers who request additional help for students with social-emotional needs.	A5.2: Health and Wellness (Mental & Physical Health)	n/a	SOCIAL WORKER	SOCWKR9999	0.5	186-19	186

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$2,870.92	Title I Basic	Surplus to be moved to possible additional funds needed for TSA salary and benefits	Monitor conferencing and guided reading implementation by collecting data and/or teacher logs using data log.	A2.5: Teacher Professional Development for CCSS & NGSS	4399	n/a	n/a	n/a	186-20	186
\$1,643.64	Title I Parent Participation	To be moved to 4310, Supplies	Parents involved in OUSD Dual Language Design Team	A3.3: Family Engagement focused on Literacy Development	4399	n/a	n/a	n/a	186-21	186

Title I School Parental Involvement Policy 2015 - 2016

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

International Community School agrees to implement the following statutory requirements:

- 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.
- Offer a flexible number of meetings for parents. We will meet with parents during SSC, Parent Roundtable, African American Parent Group, Back to School Night and Community meetings to discuss current and subsequent year's budgets and academic plans.
- 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. We will hold a separate Title 1 meeting this year. We will review the Title 1 program and parent involvement policy at SSC meetings and Parent Roundtable meetings throughout the year. This will allow for time for parents to discuss areas of improvement and areas of need.
- Provides parents of Title I students with timely information about Title I programs. We ask the SSC to keep abreast of all timelines and discuss the best forms of communication to all parents.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. We meet with parents at Back to School Night and throughout the year to ensure parents know the curriculum, assessments, and proficiency levels of their own students and of the overall student population. The individualized discussions happen at parent conferences after the 1st and 2nd report cards have been distributed and as needed throughout the year (eg. SST 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. Parents are encouraged to meet with the teacher and/or principal to discuss their child's education. This could happen one on one or in small groups (Affinity groups or Community Meetings) or at whole group workshops and Principal meetings with parents.

School-Parent Compact

International Community School 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.

Building Parent Capacity for Involvement

International Community School 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

We will meet at the beginning of the school year at Back to School Night and provide the parents with all of the required information of the new Common Core State Standards at their child's grade level and the overall testing results of ICS and OUSD. We will allow time for parents to talk among themselves and to ask questions. Parents will be asked to return for SST or other teacher/parent meetings to ensure they are both monitoring each child's progress.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. We provide parents with materials in the weekly Wednesday folder and when we meet with them individually at parent conferences and SST meetings to ensure the information is relevant to their child's specific needs.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. All staff members are provided a chance to plan with parents in mind at the beginning of the year and throughout the year. Teachers are encouraged to include parent needs in their planning of office hours, conferences, SST meetings, parent letters, parent involvement in the classroom, and field trip experiences.
- 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. Since we are a school-wide Title 1 school, all parent activities include time to provide parents with ways to communicate their needs. We sometimes offer smaller group sizes to encourage all parents to speak up.
- 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. Information is sent in the Tuesday folder and also available at the main office counter.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. Parents are always encouraged to ask questions and share their needs for support during any meeting at ICS including but not limited to SSC, Parent Roundtable, African American Parent group, Principal meetings, and teacher/parent conferences.

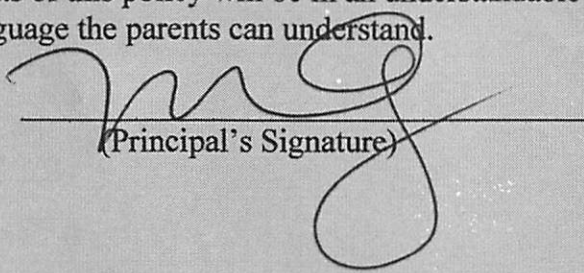
Accessibility

- 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.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1 Programs.

This policy was adopted by the ICS School Site Council on October 21, 2015 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1 children. It will be made available to the local community. International Community School'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)

10/21/15
(Date)



Title I Home and School Compact

It is our belief that we need everyone to be actively involved in our school. Our goal is to provide **high quality instruction of the California State Standards** and encourage responsibility, teamwork, praise and respect. This commitment to education is made by staff members, family members and students.

Principal: Ms. Monica Guzman

As a staff member, we will...

- be an advocate for everyone at ICS
- communicate with families about child's progress
- encourage students to be independent readers and writers
- ensure positive behavior and instructional support is embedded into all aspects of the learning environment
- provide instruction for learners supporting their individual needs
- provide resources to parents and teachers that will assist in the improvement of student achievement
- schedule parent/teacher conferences
- support and encourage family involvement by offering family activities
- provide a safe learning environment
- 21st Century skills will be utilized as a focus of student instruction

Principal's Signature _____ Date _____

Staff Signature _____ Date _____

As a parent or family member, I will...

- ensure that my child attends school on time every day and gets adequate sleep (8-10 hrs.)
- listen and discuss with my child events of the school day
- make an effort to attend school activities and volunteer at school
- make positive use of extracurricular time
- participate, as appropriate, in decisions related to the education of our children
- provide a quiet place to learn at home
- remember that I am my child's first and most important teacher
- spend 15-20 minutes a day reading to my child or listening to my child read
- support the school in its efforts to help my child learn to resolve conflicts in a positive way and understand the consequences of their actions
- Ensure my child wears their uniform daily

Parent's Signature _____ Date _____

As a student, I will...

- allow all those around me the right to learn
- always do my personal best and use active listening
- come to school rested, on time and ready to learn
- follow all behavior expectations; be safe, respectful, responsible, and caring
- know and follow school and class rules
- work independently
- wear my uniform daily

Student's Signature _____ Date _____



Título 1 Acuerdo entre Hogar y Escuela

Es nuestra creencia es necesario que todos participan activamente en nuestra escuela. Nuestro objetivo es proveer **la instrucción de alta calidad de los Estándares Académicos de California** fomentar la responsabilidad, el trabar en grupo, el elogio y el respeto. Este compromiso a la educación se hace por los miembros del personal, miembros de la familia, y los estudiantes.

Directora: Srta. Guzman

Como un miembro del personal de la programa de Título 1, yo...

- será defensor/a para todos en la Escuela ICS
- voy a comunicar con las familias sobre los progresos de su hijo
- voy a animar a los estudiantes a ser lectores y escritores independientes
- garantizaré un ambiente positivo en el salón que está integrado en todos los aspectos del aprendizaje
- proporcionaré instrucción para apoyar a los estudiantes en sus necesidades individuales
- voy a programar conferencias de padres y maestros
- voy a apoyar y fomentar la participación de la familia por ofrecer actividades de la familia
- voy a ofrecer un ambiente de aprendizaje seguro
- aseguraré que las habilidades del siglo 21 serán utilizadas como centro de enseñanza en los estudiantes

Firma de la Directora _____ Fecha _____

Firma del Maestro _____ Fecha _____

Como un padre o miembro de la familia, yo...

- recordaré que soy el primer maestro de mi hijo y el más importante
- aseguraré de que mi hijo asiste a la escuela todos los días a tiempo y que duerma lo suficiente (8-10 horas)
- le proporcionaré un lugar tranquilo en casa en donde pueda estudiar mi hijo o hija
- haré un gran esfuerzo para que asista a las actividades de la escuela y sea voluntario en su escuela
- leo 15 a 20 minutos cada día con mi hijo o escucharlo leer
- apoyaré a la escuela en su esfuerzo por mantener la disciplina adecuada ayudando a mi hijo.
- conozco las reglas de la escuela y del salón y voy a asegurar que mi hijo las cumpla
- aprenderé a resolver los conflictos de una manera positiva.
- participaré, apropiadamente, en las decisiones relacionadas con la educación de nuestros hijos
- utilizaré positivamente el tiempo extracurricular
- escucharé y platicaré con mi hijo las actividades que realizó en la escuela durante el día
- voy a apoyar a la escuela en sus esfuerzos por ayudar a mi hijo en aprender a resolver conflictos de una manera positiva y entender las consecuencias de sus acciones
- asegurar que mi hijo usa su uniforme diario

Firma del Padre/Tutor _____ Fecha _____

Como un estudiante, yo...

- siempre voy a hacer lo mejor que puedo y siempre voy a poner atención
- voy a asistir a la escuela puntualmente y listo para aprender
- voy a trabajar independiente
- voy a seguir todas las expectativas del comportamiento de ser cuidadoso, respetuoso, responsable, y bondadoso
- se y sigo los reglas de la escuela y del salón
- voy a permitir a los que están alrededor de mi que aprendan
- voy a usar el uniforme a la escuela diario



Firma del Estudiante _____ Fecha _____



School Site Council Membership Roster – Elementary

School Name: International Community School

School Year: 2015-16

Chairperson : Griselda Valdez	Vice Chairperson: Judith Mendez
Secretary: Cynthia Lopez	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Monica Guzman	X			
Carolina Equihua-Cerda		X		
Cynthia Lopez		X		
Carlos Navarro		X		
Johanna Masis			X	
Griselda Valdez				X
Martha Lorena Vega				X
Angelina Gonzalez				X
Maria Guzman				X
Judith Mendez				X

Meeting Schedule (day/month/time)	3rd Wednesday of each month @ 4:30
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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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15