

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for International Community 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 2017-2018 Single Plan for Student Achievement (SPSA) for International Community School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: International Community School
CDS Code: 1612596118616
Principal: Eleanor Alderman
Date of this revision: 6/5/2017

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 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 District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: International Community School

Site Number: 186

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|--|---|---|
| <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 checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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: 5/10/17

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

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

Signatures:

Eleanor Alderman



Signature

5/10/17

Date

School Principal

Griselda Valdés



Signature

5/10/17

Date

Print name of SSC Chairperson

Sara Stone



Signature

5/12/17

Date

Network Superintendent

Marcus Silvi



Signature

5/25/17

Date

Coordinator, Office of Accountability Partners

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/1/2016	ILT	Review SPSA priorities from 2016-2017 and suggest modifications for 2017-2018
12/5/2016	Parent Leader Meeting	Review SPSA priorities from 2016-2017 and suggest modifications for 2017-2018. Gather parent leader input to include in Staff Meeting.
12/12/2016	Staff Meeting	Review SPSA priorities from 2016-2017 and share ILT thoughts around modifications for 2017-2018. Gather staff feedback to include in revisions.
1/9/2017	Parent Leader Meeting	Review 2017-2018 SPSA priority revisions based on teacher feedback in Staff Meeting.
1/9/2017	ILT	Use staff feedback to finalize SPSA priorities for 2017-2018 for SSC approval.
1/11/2017	SSC	Reviewed and approved changes to the 2017-2018 SPSA priorities.
1/23/2017	ILT	Review budget projection for 2017-2018 and prepare a priority list to present to SSC.
2/22/2017	SSC	Reviewed budget projections and budget appeal aligned to SPSA.
3/8/2017	SSC	Reviewed and finalized budget projections aligned to the SPSA.

2017-2018 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	\$47,173.67	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$188,109.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$356,911.50	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$47,977.16	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,606.69	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$49,583.85	\$0.00

PART A: ABOUT THE SCHOOL

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 2017-2018 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Schoolwide Balanced Literacy

SCHOOL GOAL for 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%.

SCHOOL TARGETS for Schoolwide Balanced Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	20.72%	25.72%	30.72%

Other Leading Indicators for Schoolwide Balanced Literacy:

F&P and formative data, such as teacher's conferring notes

NEEDS ASSESSMENT for Schoolwide Balanced Literacy:

STRENGTHS	CHALLENGES
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All grade levels 3rd-5th Grade made growth on the SRI from Fall to Mid-Yr. '16-'17. 5th grew by 14%, 4th grew by 17%, and 3rd grew by 7%.

Overall, we are still only 19% at or above benchmark on SRI 3rd-5th Grade.

ROOT CAUSE ANALYSIS

Strengths: Literacy TSA creates and facilitates strong PD with teachers based on teacher needs. Lesson Study in ELA creates strong alignment of practice within grade levels and accross the school. Reading Partners. Classroom libraries and systems to check out books have improved this year. Reading logs and expectations for reading at home across the school. All treachers consistenly administering F&P andtracking growth. Challenges: Some classrooms need more books, especially in Spanish. Some teachers aren't consistent with home reading logs and accountability. As a site, we are still figuring out how to best prepare students for SRI and how to really use the data in alignment with F&P to drive instruction.

MATHEMATICS PRIORITY: Math and English Language Development

SCHOOL GOAL for Math and English Language Development :

Through teacher PD and a strong focus on building math language for our ELLs, 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%

SCHOOL TARGETS for Math and English Language Development :

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	17.28%	20.64%	24.00%

Other Leading Indicators for Math and English Language Development :

CEOUE, Math Expressions End of Unit Assessments, Summative Tasks

NEEDS ASSESSMENT for Math and English Language Development :

STRENGTHS	CHALLENGES
5% growth on SMI from fall to Mid-year '15-'16. 3rd Grade grew by 10% and 4th Grade grew by 8% on SBAC Math from '14-'15 to '15-'16. 3rd Grade had the highest score, 27% at/above, on SBAC Math '15-'16.	5th Grade dropped by 4% on SBAC Math from '14-'15 to '15-'16. 5th Grade had only 4% at/above on '15-'16 SBAC Math.

ROOT CAUSE ANALYSIS

Strengths: All grade level teams have aligned their math curriculum and assessments and do data analysis together in common planning time. Math was woven into the CPT cycles in '16-'17 for the first time. A math CCTL provided by the district began math coaching with teachers for the first time in '16-'17. 100% of teachers shared common grade-level assessment choices with the Principal in beginning of the year data conferences. All teachers are using key strategies: Number Talks and 3-Read. Our math teacher leader consistently attends math meetings and has joined math Principal PD sessions. We have great support from our math network partner to plan and facilitate math PD during our math cycle. Challenges: We're lacking a clear process for revisiting math data mid-year. There's uncertainty around whether or not our math CCTL will return.

CULTURE & CLIMATE PRIORITY: PBIS Key Practices

SCHOOL GOAL for 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 10% fewer office referrals and a higher sense of physical and emotional safety among students, as measured by the student survey.

SCHOOL TARGETS for PBIS Key Practices:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Office Referrals	All Students	1300.00%	1200.00%	1100.00%

Other Leading Indicators for PBIS Key Practices:

SPF, ICS School Culture Survey, CHKS Survey

NEEDS ASSESSMENT for PBIS Key Practices:

STRENGTHS	CHALLENGES
The PBIS TFI (Tiered Fidelity Inventory) shows Tier I implementation of key indicators at a score of 75% for teams with a 25% increase, 44% for implementation with a 17% increase and 100% for evaluation with a 88% increase. The team rated Tier II teams 100%, Interventions at 80% and Evaluation at 38%. The results from the walk-through indicated 88% of staff have knowledge of at least two of the three SW Expectations "Respectful, Responsible and Safe" and 67% of students knew at least two of the three SW Expectations. 88% reported giving out an ICS Core Value ticket in the past two months, while 87% of students reported having received a ticket. Additionally, 88% of students reported feeling safe at school and 100% reported feeling happy.	Not yet at 100% in knowledge of school-wide core values. Though we grew, we are only at 44% with implementation of Tier 1 indicators.

ROOT CAUSE ANALYSIS

Strengths: We're implementing 70% across all core features of PBIS Tier I. Our Core Value recognition system is in place and thriving. PBIS meetings are scheduled regularly with an agenda, meeting minutes and dedicated roles and responsibilities. We have strong administrative support. We have completed an annual evaluation and were able to share data with staff and community, as well as determine next action steps. We're having regular COST meetings and the system for referring students to COST has become much clearer. Challenges: Have not yet posted PBIS school-wide behavior expectations in common areas. Have not provided continuous PD for all stakeholders around PBIS norms and expectations. No clear process for bringing new staff hired mid-year on board with expectations. No clear process for bringing newcomers to the school on-board with expectations.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Through support from a new family liaison position and 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.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent Participation Rate	All Students	6.50%	15.75%	25.00%

Other Leading Indicators for Family Engagement:

SPF, ICS School Culture Survey, CHKS Survey

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
82% parent participation on CHKS survey '16-'17 as compared to 6.5% in '15-'16. 85% parent participation on first annual ICS School Culture survey.	18% away from 100% participation on CHKS survey.

ROOT CAUSE ANALYSIS

Strengths: First year that ICS has been a Triple Crown school for high parent participation on the CHKS survey. We've begun having consistent parent leader meetings, English-speaking parent meetings, and Mam-speaking parent meetings. We have a few events, such as Family Reading Night, that bring parents together. PBIS team created a school culture survey for parents that had very high participation. Data will be shared with staff and families. We just voted to budget for a full-time social worker who will also serve as a family/parent liaison. Challenges: Parents continue to name a parent culture of cliques and segregation. We have yet to engage Arabic-speaking families in our parent leadership groups. We have yet to hold consistent multi-cultural events where parents mingle and build new relationships.

ADDITIONAL PRIORITY: Science and English Language Development

SCHOOL GOAL for Science and English Language**Development:**

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.

SCHOOL TARGETS for Science and English Language**Development:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	10.30%	13.30%	16.30%

Other Leading Indicators for Science and English Language Development:

SIRA, SWT, Cross-Cutting Concepts 3-5, ADEPT, On-Demand Writing Assessment, Reclassification

NEEDS ASSESSMENT for Science and English Language Development:

STRENGTHS	CHALLENGES
Significant reclassification growth from '15-'16 to '16-'17. 24 students reclassified across the '15-'16 school-year. At mid-year point '16-'17, we have already reclassified 26 students and have yet to administer SRI 3.	40% basic and 18.8% proficient on 5th Grade Science CST in '15-'16 as compared to 44% basic and 35% proficient/advanced in '14-'15.

ROOT CAUSE ANALYSIS

Strengths: This year is the first year that teachers were given SRI cut scores for reclassification, along with a list of students that were close to reclassifying, contingent on their mid-yr. SRI. Teacher lead and Science Coach are planning and facilitating strong Science PD along with lab lesson rotations that are building practice and alignment across the school. Our participation in OLAS is building capacity to integrate Science and ELD. Teachers are beginning to look at student science writing with an ELD lens. Challenges: Challenging for teachers to keep up with the pace of the SIRA curriculum in conjunction with hands-on investigations in the FOSS curriculum.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Schoolwide Balanced 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.
SCHOOL THEORY OF ACTION for Math and English Language Development :	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.

SCHOOL THEORY OF ACTION for PBIS Key Practices:	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.
SCHOOL THEORY OF ACTION for Family Engagement:	If we hire a full-time social worker that can simultaneously serve as a family/parent liaison, we will see an increase in parent workshops which will lead to increased family engagement, increased support for school-wide systems, and increased support for student academic achievement.
SCHOOL THEORY OF ACTION for Science and English Language Development:	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.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	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%.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Implement Reading and Writing Workshop daily. Implement Guided Reading daily and strategy groups with at least two groups per week.	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.
1-2	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.
1-3	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
1-4	Teachers will guide students and parents on the importance of meeting 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.
1-5	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

1-6	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
1-7	Provide parent education on literacy school-wide and 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.
1-8	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 alternate duties unless for an emergency.
1-9	In June & August, K teachers meet with incoming Kindergarten families to discuss 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
1-10	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.
1-11	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.
1-12	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.

Improvement Strategy #2:	Through teacher PD and a strong focus on building math language for our ELLs, 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%
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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2-1	Teachers will use the 3-Read Protocol when working with complex word problems.	Math Lead and Coach facilitate PD refresher on key strategies and share expectations	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.
2-2	Teachers will do Number Talks on a weekly basis to build growth mindset, problem-solving skills, and student-facilitated learning.	Math Lead and Coach facilitate PD refresher on key strategies and share expectations	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.
2-3	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.
2-4	Teachers will regularly include Close Reading of word problems during math instruction.	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.
2-5	Teachers will regularly facilitate Math Discourse in their math lessons, encouraging collaboration and use of academic language.	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.
2-6	Teachers will include Visual Representations of the Math to make the content and concepts more visible and accessible.	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.

2-7	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.
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Improvement Strategy #3:	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 10% fewer office referrals and a higher sense of physical and emotional safety among students, as measured by the student survey.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	All returning teachers will receive refresher trainings on our PBIS Tier 1 and Tier 2 strategies. New teachers will get a more extensive PD.	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.
3-2	Teachers and support staff will use visuals listing behavior expectations throughout the building. Schoolwide routines will enable student engagement, self-reflection, and conflict resolution.	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.
3-3	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.
3-4	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.
3-5	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.

3-6	Clear process for welcoming new students	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.
3-7	No Bully Solution team will meet with students on an as-needed basis to help resolve conflicts when there in an imbalance of power.	Identify No Bully Solution Coach at the beginning of the year. Review No Bully Solution Team process with all staff.	Clear system for referring students to the Solution Team and clear process for follow-up.
3-8	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.
3-9	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.

Improvement Strategy #4:	Through support from a new family liaison position and 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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Social Worker/Family Liaison will lead parent/family workshops	Principal will collaborate with social worker/family liaison to plan scope and sequence of workshops using school culture survey data	Principal, social worker/family liaison, and PBIS team will calendar parent/family workshops
4-2	Diverse family cultural groups will be represented on SSC	Principal and parent leaders will organize to inform all families around the importance of having a voice on SSC and will provide dinner for families as an incentive for attendance.	Principal and parent leaders will actively recruit families.
4-3	Principal will hold formal monthly Parent Leader Meetings.	Principal will pre-meet with Lead Parents to review agenda.	Use feedback from previous meetings to drive agenda. Calendar all meetings from Day 1 and include in Family Handbook.
4-4	Principal will provide translation and childcare for Parent Leader meetings and parent workshops.	Principal will schedule childcare with Noon Sup. ahead of time.	Tally what languages are represented in Parent Leader group and create on-going translation plan.

4-5	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.
4-6	Create and distribute ICS Family Handbook.	Principal will create a draft	Share draft with ILT, Parent Leaders, and PBIS team to gather feedback, revise and refine. Submit to translation department.
4-7	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.
4-8	Social Worker/Family Liaison will support families in crisis and direct them toward necessary resources.	Principal and SW will collaborate to best support family.	Provide information for teachers, as well as families at the beginning of the year around the COST process.

Improvement Strategy #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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	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.
5-2	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.
5-3	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

5-4	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.
5-5	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.
5-6	Teachers will teach daily integrated and designated ELD lessons	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.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

186

School:

International Community School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	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	A1.6: After School Programs	5825				186-1
\$4,000.00	General Purpose Discretionary	Extended Contracts	ILT will plan PD sessions focusing on Balanced Literacy components including conferring and shared reading.	A2.5: Teacher Professional Development for CCSS & NGSS	1122				186-2
\$5,000.00	General Purpose Discretionary	Subs	Teachers will meet in grade level teams to collaboratively plan balanced literacy lessons	A2.5: Teacher Professional Development for CCSS & NGSS	1150				186-3
\$16,854.10	General Purpose Discretionary	Supplies to support overall school operation and academic instruction	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.	A2.3: Standards-Aligned Learning Materials	4310				186-4
\$15,000.00	General Purpose Discretionary	Contract with Reading Partners for reading intervention	Provide reading intervention through Reading Partners	A3.2: Reading Intervention	5825				186-5
\$4,000.00	General Purpose Discretionary	Copier Maintenance to support overall school operation and academic instruction	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.	A2.3: Standards-Aligned Learning Materials	5826				186-6
\$2,319.57	General Purpose Discretionary	STIP sub to support academic intervention and acceleration	STIP substitutes support teachers during small group instruction.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0429	0.05	186-7
\$25,000.00	LCFF Concentration	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Provide parent education on literacy, school wide.	A3.3: Family Engagement focused on Literacy Development	4399				186-8
\$12,595.24	LCFF Supplemental	Supplementary ELD materials & instructional technology	Teachers will teach daily integrated and designated ELD lessons	A2.3: Standards-Aligned Learning Materials	4310				186-9
\$35,000.00	LCFF Supplemental	Recess coach	Playworks Coach will participate in PBIS retreat at the beginning of the year and periodically check back in with PBIS team.	A5.2: Health and Wellness (Mental & Physical Health)	5825				186-10
\$53,604.20	LCFF Supplemental	Science EEIP	Science coach will work with teachers during common planning time to create language objectives for science lessons.	A2.1: Implementation of CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0151	0.40	186-11
\$56,350.05	LCFF Supplemental	School Social Worker	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.	A5.1: School Culture & Climate (Safe & Supportive Schools)		SOCIAL WORKER	SOCWKR0052	0.55	186-12
\$172.39	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				186-13

\$18,092.61	Measure G: TGDS	STIP sub to support TGDS	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.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0429	0.39	186-14
\$715.87	Supplemental Program Investment	Supplies to support Academic Acceleration	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.	A2.3: Standards-Aligned Learning Materials	4310				186-15
\$25,979.13	Supplemental Program Investment	STIP sub to support academic intervention and acceleration	STIP substitutes support teachers during small group instruction.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0429	0.56	186-16
\$1,872.57	Title I Basic	Supplies for academic acceleration	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.	A2.3: Standards-Aligned Learning Materials	4310				186-17
\$46,104.59	Title I Basic	School Social Worker	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.	A5.1: School Culture & Climate (Safe & Supportive Schools)		SOCIAL WORKER	SOCWKR0052	0.45	186-18
\$1,606.69	Title I Parent Participation	Refreshments for SSC	Principal and parent leaders will organize to inform all families around the importance of having a voice on SSC and will provide dinner for families as an incentive for attendance.	A6.1: Parent / Guardian Leadership Development	4311				186-19

Title 1 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. Eleanor Alderman

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: Ms. Alderman

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 Year: 2016-2017

Chairperson : GRISELDA VALDES	Vice Chairperson: JUDITH MENDEZ
Secretary: CYNTHIA LOPEZ	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee: JUDITH MENDEZ	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
ELEANOR ALDERMAN	X			
GRISELDA VALDES				X
JUDITH MENDEZ				X
MARTHA VEGA				X
ANGELINA GONZALEZ				X
MARIA GUZMAN				X
CARLOS NAVARRO		X		
CYNTHIA LOPEZ		X		
CAROLINA CERDA		X		
ISABEL GONZALEZ			X	

Meeting Schedule (day/month/time)	EVERY 2ND WEDNESDAY OF THE MONTH 4-6PM
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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;
Parent/community members cannot be OUSD employees at the site.

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



Title I School Parental Involvement Policy 2016-17

(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, which is held on the 2nd Wednesday of each month. SSC members vote on how to spend Title 1 money for the upcoming year. Parent leaders help create this plan for parent participation, as well as the Home/School Compact presented to parents in home

- 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, workshops, and SSC

- 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 and monthly parent leader meetings



- 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

- 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 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.)

Every 1st Monday of the month

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 and home visits.

- 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, Title 1 meeting, and ongoing 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, Title 1 meeting, and ongoing 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.



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) 10/31/16 and will be in effect for the 2016-17 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.

Eleanor Alderman

(Principal's Signature)

10/31/16

(Date)