

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1306  
Introduction Date: 6/27/18  
Enactment No.: 18-1111  
Enactment Date: 6/27/18  
er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for International Community School.



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

Legislative File ID No: 18-1306  
Introduction Date: 6/27/18  
Enactment No.: 18-1111  
Enactment Date: 6/27/18 er

## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** International Community School  
**CDS Code:** 1612596118616  
**Principal:** Eleanor Alderman  
**Date of this revision:** 4/20/2018

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:

<b>Contact:</b> Eleanor Alderman	<b>Position:</b> Principal
<b>Address:</b> 2825 International Boulevard Oakland, CA 94601	<b>Telephone:</b> 510-532-5400 <b>Email:</b> <a href="mailto:eleanor.alderman@ousd.org">eleanor.alderman@ousd.org</a>

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

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

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- 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:** 5/9/18

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:**

		<u>5/9/18</u>
Eleanor Alderman, School Principal	Signature	Date
<u>Judith Mendez</u>		<u>5/9/18</u>
Judith Mendez <i>Print name of SSC Chairperson</i>	Signature	Date
<u>Sara Stone</u>		<u>5/15/18</u>
Sara Stone, Network Superintendent	Signature	Date
<u>Marla Williams</u>		<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/9/18	SSC	SPSA reviewed and approved.

## 2018-2019 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 ... <b>General Purpose Discretionary #0000</b>	\$50,225.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$211,033.03	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$391,776.72</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$67,914.86	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,670.31	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$69,585.17</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** International Community School

**School ID:** 186

#### School Description

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

#### School Mission and Vision

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

Our mission for the 2018-2019 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.

#### Family & Student Engagement

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. 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.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	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.	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 across 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 teachers consistently administering F&P and tracking 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.

<p align="center"><b>STANDARDS-BASED INSTRUCTION</b> <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p align="center"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(CULTURE &amp; CLIMATE)</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</b></p>	<p><i>Enter SELLS Needs Assessment strengths when available.</i></p>	<p><i>Enter SELLS Needs Assessment challenges when available.</i></p>	<p><i>Enter SELLS Needs Assessment root cause analysis when available.</i></p>
<p><b>FAMILY ENGAGEMENT</b></p>	<p>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.</p>	<p>18% away from 100% participation on CHKS survey.</p>	<p>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.</p>



**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** International Community School

**School ID:** 186

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	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%.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	Grades 3-5	25.7%	30.7%	35.7%
	F&P	Grades K-5	33.2%	38.2%	43.2%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	ICS F&P English/Spanish tracker with accurate L2 goals and formative data, such as teacher's conferring notes				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	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.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	Implement Reading and Writing Workshop daily. Implement Guided Reading daily and strategy groups with at least two groups per week to support GATE students to access standards through a differentiated model.	Professional development on Writing Workshop and coaching into English errors Principal will ensure all teacher are implementing Reading and Writing workshop daily through informal walkthroughs. Informal feedback will be shared with teachers regularly and more in-depth, formal feedback will be shared following the Balanced Literacy cycle.		Growth in F&P and SRI, Informal observation notes and conferring notes will reflect improvement in target areas/word attack strategies/comprehension	

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.	Growth in F&P and SRI, Informal observation notes and conferring notes will reflect improvement in target areas/word attack strategies/comprehension
1-3	Teachers will meet in grade level teams to collaboratively plan balanced literacy lessons, keeping in mind students with disabilities during planning.	Schedule will be created to allow for release time (PE, music, art, computer, library) and coaches to facilitate grade level team planning. The use of field, gym, or other area will be marked on Shared Site Facilities Calendar	Lesson design will map onto Lucy Calkins, but also clearly reflect grade level CCSS for ELA and ELD, which will be reflected in growth on reading and writing assessments
1-4	Teachers will guide students and parents on the importance of meeting half a year's growth in F&P scores each trimester to increase Parental and Family Engagement.	Reading Coach and Principal will ensure all students know and understand their goal of making a half a year's growth in F&P scores each trimester. Principal will ensure the use of the school-wide goal setting form and school-wide goal tracking of minutes read by all grades.	Parents will understand student reading goals, increasing their capacity to support their student's reading at home. This will be reflected in growth on reading assessments.
1-5	Teachers will backwards plan Spanish literacy K-1 foundational skills to support African-American and Latino students in the Dual Language program.	The Design Team will reorganize the transition of English instruction in grades 1-2. Principal will support Design Team and ensure participants are compensated for their time	Higher percentage of K-2 students meeting grade level Spanish reading proficiency targets
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	Increased student motivation around, engagement with, and articulation of their individual reading goals
1-7	Provide parent education on the CCSS for ELA and literacy school-wide. Provide parents with information and tools to monitor their students' goals.	ILT, sw/family liaison, and parent leaders will decide on what type of parent education opportunities will be provided. Create agendas for parent education workshops. Calendar a parent literacy workshop early in the year to introduce reading levels, goals, and at-home strategies.	Parents will understand student reading goals, increasing their capacity to support their student's reading at home. This will be reflected in growth on reading assessments. They will also better understand CCSS and grade level proficiency targets.

1-8	STIP substitutes support K-2 teachers during small group instruction. Small group instruction will be tailored to students' performance levels and literacy skills, and will provide low-performing students with additional, targeted instruction.	STIP subs will be provided training to use LLI. Principal and ILT will create a schedule to include STIP sub coverage. All teachers should agree to not pull STIP subs for alternate duties unless for an emergency.	Teachers will have increased time for differentiated instruction and increased support for their struggling readers, leading to increased performance on F&P.
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). This is to support transitioning preschool and TK students from early childhood programs to elementary school.	Principal will support K teachers and parents through this process. Events will be put in the ICS Calendar	Incoming Kinder parents will be familiar with our 50/50 model and how to best support their student at home
1-10	Teachers will nominate students to participate in the after-school program, based on criteria for an extended learning time that supports and enriches students' school-day instruction.	Principal will support a rich and rigorous extended learning time by ensuring they have assigned classrooms, keys, and aligned academic and social/emotional supports. A schedule will be created to ensure after-school rooms are rotated fairly. Instructors and teachers should make room-use agreements.	Support for ASP students through Reading Partners will lead to increased F&P scores for cusp readers in need of an extra push
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.	Students will have an increased sense of safety and relational trust leading to higher academic performance. Fewer behavior issues will lead to fewer spent outside the classroom.
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.	Increased F&P scores for cusp readers in need of an extra push

1-13	Plan and provide time for F&P calibration in Back to School Retreat in order to ensure alignment across grade levels and teachers.	ILT will plan this into the back to school retreat day focused on curriculum and assessment.	Alignment on F&P assessment across grade levels and teachers. Students will have an accurate gauge of where to begin independent reading at the beginning of the year based on the end of year assessment from the previous grade level.
1-14	Plan and provide time for teachers to look at their grade-level ELA standards and map them onto TCRWP, paying close attention to language standards that are not included in Lucy Calkins.	ILT will plan this into the first ELA PD Cycle.	Lesson design will map onto Lucy Calkins, but also clearly reflect grade level CCSS for ELA and ELD, which will be reflected in growth on reading and writing assessments

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Math and English Language Development	Through teacher PD and a strong focus on building math language for our ELLs, teachers will become more aligned in their language and students will be able to break down the complex language of the math CCSS, thereby increasing their access to the content and ability to communicate reasoning and increasing their overall performance on SBAC math by 10%.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	Grades 3-5	20.6%	24.0%	27.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	CEO, End of Unit Assessments, Summative Tasks, SMI				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	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.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	

	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.	Students will show an increase in their capacity to deconstruct complex word problems and it will be reflected on the CEOU.
	Teachers will do Number Talks on a weekly basis.	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.	Students will show a growth mindset and problem-solving skills while participating in student-facilitated learning to meet the state's academic proficiency and advanced levels of achievement in math.
2-2	Teachers will consistently integrate GLAD Strategies in their math instruction to support ELLs, as well as varied student learning modalities.	Math Lead and Coach or Principal will facilitate PD around this key strategy. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	Students will have access to the language of the Math CCSS.
2-2	Teachers will regularly 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.	Students will show an increase in their capacity to deconstruct complex word problems and it will be reflected on the CEOU.

2-3	Teachers will regularly facilitate Math Discourse in their math lessons.	Math Lead and Coach or Principal will facilitate PD around this key strategy. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	Students will show an increase in their capacity to deconstruct complex word problems and it will be reflected on the CEOU. Students will be more collaborative and increase their use of academic language.
2-4	Teachers will include Visual Representations of the Math.	Math Lead and Coach or Principal will facilitate PD around this key strategy. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	We will see a stronger core academic curriculum and program. Content and concepts will be more visible and accessible.
2-5	Teachers will consistently promote a Growth Mindset and Student Engagement.	Math Lead and Coach or Principal facilitate PD around how to promote a growth mindset within math lessons and subsequently increase student engagement during math. Teachers will participate in input PD during the Math Cycle and then meet in grade level teams to collaboratively plan math lessons using key strategies. Principal and Math Teacher Leader will collaboratively plan agendas.	Students will show a growth mindset and problem-solving skills while participating in student-facilitated learning to meet the state's academic proficiency and advanced levels of achievement in math.

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	PBIS Key Practices	ICS will continue teacher and staff PD, inclusive of after-school staff, to refine and implement Positive Behavioral Interventions and Supports (PBIS) key practices across the day school and after-school day and to build common language and practices. This will result in a higher sense of physical and emotional safety among students, as measured by a 10% increase in the student CHKS survey.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Culture/Climate Student	5th Graders	34.0%	68.0%	78.0%

<p><b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b></p>	<p>SPF, ICS School Culture Survey, CHKS Survey, ICS K-5 Student Survey, Tracking of perfect and improved attendance</p>		
<p><b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b></p>	<p>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.</p>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	<p>All returning teachers will receive refresher trainings on our PBIS Tier 1 and Tier 2 strategies. New teachers will get a more extensive PD to support students with trauma, foster and homeless youth.</p>	<p>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.</p>	<p>New teachers will understand and implement Tier 1 and Tier 2 strategies consistently.</p>
3-2	<p>Teachers and support staff will use visuals listing behavior expectations throughout the building.</p>	<p>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.</p>	<p>Schoolwide routines will enable student engagement, self-reflection, and conflict resolution.</p>
3-3	<p>Teachers will include time for whole class meetings.</p>	<p>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.</p>	<p>Decrease in URFs, Increase in student sense of safety and trust, increase in student capacity to resolve conflicts</p>

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 beginning of the year to set student SEL goals. Parent/teacher conferences each Trimester to check back in on student SEL goals. Home visits on calendar. Minimum days the week of visits. Template given to teachers and translation provided.	Students will be able to articulate their SEL goals alongside their academic goals. Parents will be able to name their student's academic and SEL goals
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.	Students in need of Tier 2 support will have modified, individual goals, which will result in fewer office visits and increased instructional time
3-6	Clear process for welcoming new students, particularly newcomers, and a protocol to get them immediately assigned to a newcomer class	Create a document that outlines steps for welcoming and integrating new students, including, but not limited to a welcome meeting, parent handbook, initial assessments, language modifications, and a buddy system. Ensure swift communication between Enrollment office, Admin. Assistant, Principal, and Teacher when a new student needs to be welcomed.	New students will have a faster acclimation to ICS behavior expectations and school-wide routines. Increased sense of belonging and trust.
3-7	No Bully Solution team will meet with students on an as-needed basis to help resolve conflicts when there is 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.	Decrease in bullying
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.	Increase in playground safety and decrease in conflicts that follow students into the classroom from recess. Increased instructional time
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.	Decrease in URFs, Increase in student sense of safety and trust, increase in student capacity to resolve conflicts and de-escalate



3-11	Teachers will conduct home visits to connect with families, build trust, and set goals with students.	Principal will ensure minimum days are on the calendar and in the instructional minutes for home visits. Include home visit information and protocols in Family Handbook.	Increased parent involvement and familiarity with school-wide practices
3-11	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.	Increased parent involvement and familiarity with school-wide practices
3-12	In response to COST referrals or parent request, Social Worker/Family Liaison will conduct SSTs to gather information from parents and collaboratively plan supports for student academic progress and/or behavioral needs.	Principal will participate in the SST process. Calendar SSTs in COST meetings and loop in psychs and RSP teacher as needed.	Students will receive the necessary academic and SEL interventions, leading to increased positive behavior patterns and academic performance.
3-13	Social Worker/Family Liaison will support families in crisis, paying particularly close attention to economically disadvantaged families, 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.	Students and families will have access to critical services

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Science and English Language Development	Through GLAD training, professional development around best practices for ELD, and coaching in Science and ELD, teachers will be prepared to consistently integrate Science with ELD and use Science content for designated ELD. This will result in an increase in student reclassification by 5%.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	English Learners	13.6%	16.3%	21.3%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	ELD Supports (visible on walls), CLOs (Content Language Objectives) in all Science and ELA Lessons, ADEPT, On-Demand Writing Assessment, Reclassification, FOSS Map, ICS Notebook Rubric				
<b>Theory of Action for English Language Learners Priority:</b>	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.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	

4-1	Teachers will facilitate hands-on science activities and provide students opportunities to read related grade-level science texts.	Extra time/support needed for Kinder and First grade teams as they roll out the new dual immersion program. Common planning time for Science/ELD two times per month.	Increased performance on FOSS Map and NGSS Foss-related assessments
4-2	Teachers will create and maintain science word walls and bulletin boards.	Science coach will work with teachers during common planning time to create language objectives for science lessons. Science Coach will create an equitable schedule to ensure teachers get the right amount of support to implement science lessons including English Language Development.	The ICS community will know what science learning is happening in each classroom
4-3	Teachers will design lesson plans for science that include language objectives.	Professional development should be provided to all teachers to support notebooking and monitoring & tracking of student engagement in academic discussions. Data collection calendar added to PD calendar	Students will have access the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.
4-4	Teachers will ensure students are reading complex text independently regularly.	Create a system to ensure teachers are collecting and monitoring ELD progress as measured by the ADEPT, key language objectives, and science notebooks. This system will include collection of planning notes or lesson plans, posting language objectives by grade level and collection of data from assessments, both formal and informal, to track progress. Create an accountability system within ILT and Coach team.	Students will have access the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.
4-5	All teachers will teach hands-on and literacy based science lessons in English and integrate ELD objectives (mid year for 1st grade bilingual) four days per week.	Ask teachers to name designated and integrated ELD blocks in their daily schedule which will be submitted by Week 3. Admin team reviews daily schedules and checks in with teachers to make any necessary changes.	Students will have access the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.

4-6	Teachers will teach daily integrated and designated ELD lessons, that will address and support English Language Learners at all proficiency levels, including Newcomers.	Ask teachers to name designated and integrated ELD blocks in their daily schedule which will be submitted by Week 3. Admin team reviews daily schedules and checks in with teachers to make any necessary changes.	Students will have access the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.
-----	--	--	---

<b>Additional Priority Area</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Family Engagement	Through increased academic and SEL workshop opportunities for families, we will see an increase in family engagement and participation, as well as increased family familiarity with and active support for school-wide priorities as measured by parent surveys.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>17-18 Target:</b>
	Culture/Climate: Parent Participation Rate	All Students	15.75%	25%	25%
	Culture/Climate	All Students	89%	90%	90%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	SPF, ICS School Culture Survey, CHKS Survey				
<b>Theory of Action for Family and Student Engagement Priority:</b>	If we provide opportunities for all parents to engage with the academic and SEL expectations set forth by the teachers and staff, parents will feel empowered to support, reinforce, and monitor expectations with their students.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
5-1	Three classroom teachers will participate on SSC	Survey teacher interest each year		Participation on SSC will feel equitable	
5-2	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.		Decisions will reflect the choices and voices of all cultural groups represented at ICS	

5-3	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.	Increased parent involvement and familiarity with school-wide practices
5-4	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.	Increased parent involvement and familiarity with school-wide practices
5-5	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	Increased capacity on the part of parents to understand PBIS Tiers, differing levels of student need, de-escalation strategies, and incentive systems for positive behavior
5-6	Parents representative of all student cultural groups will select and participate in workshops	Offer incentives to students whose parents attend workshops	Increased parent involvement and capacity to support student's SEL and academic needs
5-7	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	Increased capacity on the part of parents to understand PBIS Tiers, differing levels of student need, de-escalation strategies, and incentive systems for positive behavior

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 186

**School:** International Community School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	PBIS Key Practices	A1.6 After School Programs	5825				186-1
\$848.28	General Purpose Discretionary	Extra Comp Clerical	Family Engagement	A5.1 School Culture & Climate (Safe & Supportive Schools)	2425				186-2
\$495.35	General Purpose Discretionary	Classified OT	Schoolwide Balanced Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	2925				186-3
\$10,000.00	General Purpose Discretionary	Supplies	Schoolwide Balanced Literacy	A5.1 School Culture & Climate (Safe & Supportive Schools)	4310				186-4
\$17,116.56	General Purpose Discretionary	ITL	Schoolwide Balanced Literacy	A2.1 Implementation of the CCSS & NGSS	4399				186-5
\$18,264.81	General Purpose Discretionary	Playworks Contract	PBIS Key Practices	A2.2 Social Emotional Learning	5825				186-6
\$3,500.00	General Purpose Discretionary	Copier	Schoolwide Balanced Literacy	A2.1 Implementation of the CCSS & NGSS	5826				186-7
\$25,000.00	LCFF Concentration	ITL	Schoolwide Balanced Literacy	A2.1 Implementation of the CCSS & NGSS	4399				186-8
\$1,993.78	LCFF Supplemental	Extra Time - Teacher extended contracts to support planning for ELL and newcomer students	Math and English Language Development	A4.1 English Learner Reclassification	1122				186-9
\$996.89	LCFF Supplemental	Social Worker Extra Time	PBIS Key Practices	A2.2 Social Emotional Learning	1222				186-10

\$489.26	LCFF Supplemental	Supplies - To support ELL and newcomer instrucion	Science and English Language Development	A4.1 English Learner Reclassification	4310				186-11
\$88,883.73	LCFF Supplemental	ITL	Schoolwide Balanced Literacy	A2.1 Implementation of the CCSS & NGSS	4399				186-12
\$18,735.19	LCFF Supplemental	Playworks Contract	PBIS Key Practices	A2.2 Social Emotional Learning	5825				186-13
\$3,000.00	LCFF Supplemental	Licenses for software to support academic acceleration	Math and English Language Development	A2.3 Standards-Aligned Learning Materials	5846				186-14
\$24,796.28	LCFF Supplemental	EEIP - Access to Science/Engineering curriculum for low-income students	Science and English Language Development	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0151	0.20	186-15
\$34,620.23	LCFF Supplemental	Social Worker	PBIS Key Practices	A2.2 Social Emotional Learning	1205	SOCIAL WORKER	SOCWKR005 2	0.35	186-16
\$37,517.67	LCFF Supplemental	STIP - Reading intervention for ELLs and newcomer support	Schoolwide Balanced Literacy	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0369	1.00	186-17
\$917.00	Title I: Basic	Books other than textbooks	Schoolwide Balanced Literacy	A3.2 Reading Intervention	4200				186-18
\$2,703.14	Title I: Basic	Surplus	n/a	n/a	4399				186-19
\$64,294.72	Title I: Basic	Social Worker	PBIS Key Practices	A2.2 Social Emotional Learning	1205	SOCIAL WORKER	SOCWKR005 2	0.65	186-20
\$670.31	Title I: Parent Participation	Meeting Refreshments	Family Engagement	A3.3 Family Engagement focused on Literacy Development	4311				186-21
\$1,000.00	Title I: Parent Participation	Consultants for Workshops	Family Engagement	A3.3 Family Engagement focused on Literacy Development	5825				186-22



## **Title I School Parental Involvement Policy 2017-18**

**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:

- 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.

**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 visits and conferences.**

➤ Offer a flexible number of meetings for parents.

#### **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.

➤ Provides parents of Title I students with timely information about Title I programs.

#### **Done through SSC and monthly parent leader meetings.**

➤ Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

#### **During Title 1 meeting and on an on-going basis in SSC.**



- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

**Done through monthly SSC and parent leader meetings every 1st Monday of the month.**

## **School-Parent Compact**

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**

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

**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.

**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.





**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.

**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.

**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.

**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.

**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 ICS School Site Council on 12/20/17 and will be in effect for the 2017-18 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 ICS School Site Council'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.

A handwritten signature in black ink, appearing to be "AA", written over a horizontal line.

(Principal's Signature)

12/20/17

(Date)

# 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 Common Core State Standards** and to encourage responsibility, teamwork, praise and respect. This commitment to education is made by staff members, family members and students.

***Principal: Ms. Alderman***

## **As a staff member, we will...**

- be an advocate for everyone at ICS
- communicate with families about student 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
- provide time and routines for students to check out books in order to complete 30min. of daily reading and a daily reading log

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
- support my child to read 30 minutes a day at home and sign their reading log
- 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, and responsible
- know and follow school and class rules
- read at home 30min. daily and complete my reading log
- work independently
- wear my uniform daily

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_



# Título 1

## Acuerdo entre Hogar y Escuela

Es nuestra creencia que es necesario que todos participen activamente en nuestra escuela. Nuestro objetivo es proveer **la instrucción de alta calidad de los Estándares Académicos de California** y fomentar la responsabilidad, trabajo 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
- programar tiempo y rutinas para que los alumnos presten libros del salón para poder completar 30min. de lectura diaria y completar un registro de lectura diariamente

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
- apoyaré a mi hijo para que lea 30 minutos cada día y firmaré su registro de lectura
- 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 sobre 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 y responsable
- se y sigo los reglas de la escuela y del salón
- leeré en casa 30min. diario y completaré mi registro de lectura
- voy a permitir a los que están alrededor de mi que aprendan
- voy a usar el uniforme en la escuela diariamente



Firma del Estudiante \_\_\_\_\_ Fecha \_\_\_\_\_



**2017-2018**  
**School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

<b>Chairperson :</b>
<b>Vice Chairperson:</b>
<b>Secretary:</b>

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	
--------------------------------------	--

**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