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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - International Community School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for International Community School.

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

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

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

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

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for International Community School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: International Community School
CDS Code: 1612596118616
Principal: Eleanor Alderman
Date of this revision: 5/19/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: International Community School

Site Number: 186

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

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

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

Date(s) plan was approved: 5/19/2021

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

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

Signatures:

Eleanor Alderman	<i>Eleanor Alderman</i>	Signature	6/3/2021
Principal			Date
Sonia Escobar	<i>Sonia Escobar</i>	Signature	6/3/2021
SSC Chairperson			Date
Kathleen Arnold	<i>Kathleen Arnold</i>	Signature	6/3/2021
Network Superintendent			Date
Lisa Spielman	<i>Lisa Spielman</i>	Signature	6/16/21
Director, Strategic Resource Planning			Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/19/21	School Site Council (Parents & Teachers)	SSC voted to approve 2021-2022 SPSA and Budget
4/21/2021	School Site Council (Parents & Teachers)	Principal presented revised SPSA goals based on teacher and family feedback.
4/13/2021	Leadership Team (Teachers)	Teacher team reviewed information around the biliteracy pathway awards in order to add language to the strategies and practices under our Language & Literacy priority
4/12/2021	Culture Team (Teachers)	Teacher team reviewed the 3rd-5th Grade School Culture survey data and used the data to make suggestions for Culture & Climate strategies and practices
3/17/2021	School Site Council (Parents & Teachers)	Principal presented teacher feedback on SPSA goals and solicited family feedback on teacher revisions as well as new suggested revisions.
3/11/2021	Culture Team (Teachers)	Teacher team reviewed the Culture & Climate goal, as well as the goal around Conditions for Adult Learning and gave feedback/discussed proposed revisions to strategies and practices
3/9/2021	Leadership Team (Teachers)	Discussed SPSA goals (Math, Literacy, ELLs & Adult Learning) in depth and brainstormed potential shifts based on feedback from the Staff Meeting
3/8/2021	Staff Meeting	Teachers/Staff looked at current SPSA goals and discussed potential shifts based on this year
2/24/2021	Teacher PD	Shared '21-'22 budget one pager and discussed implications for hiring/SPSA goals
2/23/2021	Leadership Team (Teachers)	Discussed budget one pager and potential implications for hiring/SPSA goals
2/22/2021	Culture Team (Teachers)	Reviewed '20-'21 Culture & Climate goal and brainstormed '21-'22 goal based on current data

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (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 California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **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.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,120.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$541,565.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$87,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,500.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,320.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$223,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$39,450.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,800.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$95,120.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$446,445.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$541,565.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL 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 dual language elementary school in the heart of the Fruitvale district. At ICS, every child benefits from learning a second (or third) language. We focus on science and engineering, ensuring that students learn academic language while engaging in hands-on activities. Our site goals this year are Spanish and English literacy (specifically K-2 early literacy, vocabulary, and writing), communicating reasoning in math, ELD and SLD through Science, building connectedness among adults, student culture, and Ethnic Studies/Social Justice. We have an amazing team of veteran and new teachers working together to support all students' social-emotional learning, while simultaneously holding high standards for academic rigor across content areas.

School Mission and Vision

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.

Mission: We believe all students must feel safe and connected in order to learn. In the current context of a global pandemic and deepening racial and socio-economic inequities, we commit to building partnerships with families and students so that all students can thrive socially, emotionally, and academically. We will work to ensure that students feel safe, connected, and engaged, that the learning environment (whether remote or in-person) reflects and leverages students' identity, culture, and home language(s), that the students feel a sense of belonging, autonomy, and competence as learners, and that family partnerships facilitate learning transfer to and from home and school.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Spanish proficiency growth, as evidenced in AVANT, growing steadily from 3rd-5th Grade with 5th Grade at 72% proficient. Add whole school English data	As a sequential model, our program focuses on building spanish proficiency first
<i>Focal Student Supports</i>	Spanish intervention coordinated by TSA and provided by bilingual STIP sub and English STIP. Add data around % newcomers and ELLs, % of students served this yr., and growth outcomes attributed to intervention	Being able to fund two STIP subs, one for English intervention and one for Spanish intervention
<i>Student/Family Supports</i>	Strong relationships between the family, student, and teacher leads to clear communication and collaboration around student goal-setting	Families and students are clear on student Spanish reading goals as a result of home visits and parent/teacher conferences

<i>Staff Supports</i>	Strong relationships between the family, student, and teacher leads to clear communication and collaboration around student goal-setting	Staff are given time during beginning of the year minimum days to visit 100% of their students homes (or conference in person) to set goals and get to know students and families, forming critical relationships
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	English reading proficiency, both with lit. and info. text, was low 1st-5th Grade (but particularly in 5th Grade) as evidenced by iReady	We have a new ELA/SLA curriculum and iReady is also new assessment.
<i>Focal Student Supports</i>	Providing enough one on one and small group counseling, as well as social groups to address increasing student emotional needs. Providing robust English reading intervention. Include # of students served	Pandemic, isolation at home, increased neighborhood violence, loss of social skills. STIPs and literacy tutors can only support so many students
<i>Student/Family Supports</i>	Familiarizing families with the rigor of the iReady and complex text included in the new ELA curriculum.	Family workshops focused more on distance learning strategies and not enough on supporting students with complex text
<i>Staff Supports</i>	We needed to provide more robust support for teachers in order to better prepare students for the rigor of the language included in both Advance and the iReady.	Too many priorities for teacher PD and not enough time. Transitions and prep time related to distance learning took precious PD time.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	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%.
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	54.0%	64.0%

Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	24.0%	34.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	15.0%	25.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-59.7 (Spring 2019)	n/a	-45
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	midyear: 17%	22.0%
IAB ELA Above Standard	All Students	n/a	17.4%	iready diagnostic mid-year: (15% at/above, 33% approaching)	iready diagnostic EOY: (20% at/above, 38% approaching)
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-55.0
IAB Math Above Standard	All Students	n/a	21.9%	iready diagnostic EOY: (% approaching, x % at/above)	iready diagnostic EOY: (% approaching, x % at/above)
CAST (Science) at or above Standard	All Students	n/a	8.6% (Spring 2019)	n/a	12%

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024:	Increase the percentage of all students in Grades K-2 who will score at Proficient and Above on the Spanish F&P/EDL Assessment by the end of the school year by 10% and increase the percentage of all students in Grades 3-5 who will score at Proficient and Above on the iReady, ELA SBAC, and AVANT by 10%. Increase students' vocabulary in writing, as measured by the iReady, and increase students' expressive language, both orally and in writing, as measured by student oral presentations and writing tasks.
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Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-94.9 (Spring 2019)	n/a	tbd
SBAC ELA	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
IAB ELA Above Standard	Students with Disabilities	n/a	7.7%	n/a	tbd
IAB ELA	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-82.6 (Spring 2019)	n/a	tbd
SBAC Math	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
IAB Math Above Standard	Students with Disabilities	n/a	23.1%	n/a	tbd
IAB Math	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	16.7%	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	25.0%	n/a	tbd

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024:	ICS will continue to consistently implement our agreed upon Tier 1 strategies while building and refining our Tier 2 targeted interventions, paying special attention to the needs of our newcomer students. This will result in a higher sense of physical and emotional safety among students as measured by a 3rd-5th Grade PBIS survey given in October and March and the 5th Grade CHKS Survey given in February.
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Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	88.6%	n/a	tbd
Suspensions	All Students	-2pp	0.0%	n/a	tbd
Suspensions	African-American Students	-2pp	0.0%	n/a	tbd
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	tbd
Chronic Absence	All Students	-2pp	13.3%	n/a	tbd
Chronic Absence	African-American Students	-2pp	50.0%	n/a	tbd
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024:	Teachers, staff, and families at ICS will have a strong voice in decision-making and professional planning and feel a sense of connectedness among adults, trust in administrative and teacher leadership, and joy.
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Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	82.9% (Fall 2020)	n/a	tbd

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

We have similar funds to comparable Title 1 schools in OUSD. That said, as a Title 1 school, we are not able to fundraise at the level of many OUSD schools with strong PTAs and more affluent families. We are not able to fund staffing such as interventionists and teachers aids to the level that more affluent schools are. We do our best to fund student support with the resources we have.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: International Community School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:

Create a higher sense of physical and emotional safety among students as measured by a 3rd-5th Grade PBIS survey given in October and March and the 5th Grade CHKS Survey in February.

Theory of Change:

ICS will continue to consistently implement our agreed upon Tier 1 strategies while building and refining our Tier 2 targeted interventions, paying special attention to the needs of our newcomer students.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The implementation of our Culture & Climate priority was very successful this year, despite it being a pandemic year. We continues using the student support tracker to inform support/behavior interventions during COST meetings. There were significantly fewer behavioral support needs, but far greater emotional support needs as students navigated distance learning.

What evidence do you see that your practices are effective?

3rd-5th Grade students showed strong evidence of physical and emotional safety, trust in adults, and joy in their school culture survey results.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are not changing the overarching goal, but as a result of one particular question on the School Culture Survey, we will be brainstorming a new strategy/practice to support our Muslim/Arabic-speaking students being more reflected in the classroom and within instruction.

20-21 Standards-Based Instruction Priority:

Increase student access to the content and ability to communicate reasoning.

Theory of Change:

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

Related School Goal:

Increase overall performance on SBAC math by 10%.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Given the distance learning circumstances, teachers did a fabulous continuing to lift and integrate academic language for ELLs and SLLs within their math instruction.

What evidence do you see that your practices are effective?

We unfortunately did not have consistent, formal math data this year, but will be administering the math iReady 3rd-5th in a few weeks. That said, we did see students using math language consistently within math tasks and through participation on zoom as evidenced by teacher informal observation, student work, and Administrator formal observation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Since 2nd-5th Grade does math in Spanish, we added SLLs to the goal.

20-21 Language & Literacy Priority: Increase Spanish and English reading proficiency by 10%.

Theory of Change:	Through coordinated intervention and teacher PD support for the new ELA/SLA curriculum, teachers and students will be prepared to meet the rigor of the ELA/SLA CCSS.
Related School Goal:	Increase the percentage of all students in Grades K-2 who will score at Proficient and Above on the Spanish F&P Assessment by the end of the school year by 10% and increase the percentage of all students in Grades 3-5 who will score at Proficient and Above on the SRI, ELA SBAC, and AVANT by 10%.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Overall, considering the circumstances of distance learning, I believe we did a great job implementing both English and Spanish reading intervention. We were able to leverage after school program tutors and new K-2 Literacy Tutors to provide additional intervention.

What evidence do you see that your practices are effective?

Teachers were able to continue small groups during reading and writing workshop on Zoom. Teachers continued parent/teacher conferences via Zoom. Students and families were aware of student reading goals and working toward them during synchronous and asynchronous time. Students showed growth on their English iReady reading diagnostic between fall and mid-year and 3rd-5th Graders grew as a group on their fall to mid-year RI.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For '21-'22 we added: Increase students' vocabulary in writing, as measured by the iReady, and increase students' expressive language, both orally and in writing, as measured by student oral presentations and writing tasks.

20-21 Conditions for Adult Professional Learning Priority: Maintain connectedness and trust among adults

Theory of Change:	If we ensure consistent opportunities and structures for teacher and family voice in decision-making and planning, all adults will feel a sense of trust and connectedness as part of the learning community.
Related School Goal:	Teachers, staff, and families at ICS will have a strong voice in decision-making and professional planning and feel a sense of connectedness among adults, trust in administrative and teacher leadership, and joy.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

ILT, CLT, FC, and SSC all continued to meet regularly during distance learning. We continued recognizing students as wolves of the week during the weekly zoom assembly. Teachers and staff continued to get together to celebrate and have fun during an online holiday party in addition to playing games and doing check-ins at our regular monthly staff meetings and weekly PDs.

What evidence do you see that your practices are effective?

Teachers continued to support each other emotionally, problem-solve collaboratively, and find joy in each other's company online. We also continue to have low teacher turnover.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are keeping this goal the same.

20-21 Conditions for English Language Learners | **Increase student reclassification through consistent integrated ELD and SLD.**
Priority:

Theory of Change:

If we provide training, PD & coaching for teachers, they will be prepared to coordinate and facilitate regular integrated ELD and SLD as part of their Science and Social Studies instruction

Related School Goal:

Through GLAD training, professional development, and coaching around best practices for ELD and SLD, teachers will be prepared to consistently integrate ELD and SLD with Science and Social Studies and use Science and Social Studies content for designated ELD and SLD. This will result in an increase in student reclassification by 5% and 5% growth in ELLs making progress toward English language proficiency on ELPAC.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers leveraged the monthly materials distributions to send home FOSS materials in order to continue hands-on science at home during distance learning. All teachers created either virtual word walls or physical word walls in their homes or classrooms to use on Zoom. Teachers continued to include CLOs in their Science lessons and students continued using their Science journals from home.

What evidence do you see that your practices are effective?

Students continued enjoying science, naming it as one of their favorite parts of distance learning on the 3rd-5th Grade Culture Survey.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are adding SLD to the goal for '21-'22.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

We did not end up having a Playworks Coach so we were able to use the funds to pay for Reading Partners and to pay teachers to facilitate workshops and plan over the summer.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: International Community School

School ID: 186

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):	ICS will continue to consistently implement our agreed upon Tier 1 strategies while building and refining our Tier 2 targeted interventions, paying special attention to the needs of our newcomer students. This will result in a higher sense of physical and emotional safety among students as measured by a 3rd-5th Grade PBIS survey given in October and March and the 5th Grade CHKS Survey given in February.				
School Theory of Change:	ICS will continue to consistently implement our agreed upon Tier 1 strategies while building and refining our Tier 2 targeted interventions, paying special attention to the needs of our newcomer students.				
Related Goal(s):	All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	<i>All Students, but particularly newcomers</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

1-1	All returning teachers will receive refresher trainings on our School Culture Tier 1 and Tier 2 strategies. New teachers will get a more extensive PD to support students with trauma, foster and homeless youth, and newcomers. Day school and after school staff will collaborate around common expectations to ensure alignment.	The CLT (Culture Leadership Team) will continue to refine our school wide plan...including common language for behavior expectations and conflict resolution procedures. Social Worker will work with students based on referrals from teachers. Principal will schedule consistent cross-campus meetings with yard staff to discuss challenges, collaborate around solutions, and align best practices. CLT will plan and facilitate refresher PD during Fall Retreat and Principal and Social Worker will plan and facilitate more extensive PD prior to Fall Retreat. Principal will coordinate participation of After School Program staff and yard staff in Fall Retreat.	New teachers will understand and implement Tier 1 and Tier 2 strategies consistently. Students will experience consistency in expectations across day school and after school classes.		Tier 1
1-2	Identify students with Tier 2 needs and submit COST forms for COST team review in an effort to assign additional supports to the student.	Ensure that the COST team meets regularly and that COST info is entered into the COST tracker, services are entered in Aeries, and SSTs are scheduled and held. Ensure that the site has a full-time social worker to manage COST, enter all necessary data input related to student SEL services, and provide agreed-upon services.	Full time social worker hired. Social worker coordinating consistent COST meetings and managing communication with teachers and families in regards to student needs. Teachers are clear on what student supports look like at different Tiers and receive consistent feedback from COST meetings.	Providing enough one on one and small group counseling, as well as social groups to address increasing student emotional needs.	Tier 2

1-3	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.	Providing enough one on one and small group counseling, as well as social groups to address increasing student emotional needs.	Tier 2
1-4	School Social Worker will run restorative justice circles with students to repair harm.	COST team, CLT, and teachers/support staff will identify students that need RJ circles. RJ circle will remain an option on the "desired action" section of the ICS minor behavior tracker.	Social Worker will report out on RJ circles and share progress/outcomes with COST, CLT, and referring teachers/support staff	Providing enough one on one and small group counseling, as well as social groups to address increasing student emotional needs.	Tier 2
1-5	Social Worker will facilitate social skill groups	COST team, CLT, and teachers/support staff will identify students that would benefit from a social skills group	Social Worker will report out on RJ circles and share progress/outcomes with COST, CLT, and referring teachers/support staff	Providing enough one on one and small group counseling, as well as social groups to address increasing student emotional needs.	Tier 2
1-6	Social Worker will connect families to community resources such as family therapy, low-income housing, legal aid, and immigration support	Principal will ensure continued funding of the Social Worker position	Parents will know who to contact for support and have access to the resources they need	Providing enough one on one and small group counseling, as well as social groups to address increasing student emotional needs.	Tier 2
1-7	Social Worker will facilitate crisis intervention when necessary for students or families. This included assessing student trauma levels during pandemic distance learning and in-person learning.	Principal will ensure continued funding of the Social Worker position	Students and families will have the resources and support they need during crisis	Providing enough one on one and small group counseling, as well as social groups to address increasing student emotional needs.	Tier 3

1-8	Teachers and support staff will use visuals listing behavior expectations throughout the building.	Create visuals and ensure they are posted throughout the building and in all classrooms. Teachers will have a week of minimum days to conduct home visits and share expectations with families. PBIS team will conduct walkthroughs to calibrate alignment and follow-through.	Schoolwide routines will enable student engagement, self-reflection, and conflict resolution.		Tier 1
1-9	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. CLT will plan and facilitate PD to calibrate effectiveness of class meetings/circles. First PD cycle of year will be dedicated to developing lesson plans that address social-emotional learning.	Decrease in URFs, Increase in student sense of safety and trust, increase in student capacity to resolve conflicts		Tier 1
1-10	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		Tier 1
1-11	Behavior Contracts given to students who are in need of additional support in attaining their SEL goals.	Assistance requested from Social Worker and 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		Tier 3

1-12	Teachers and staff follow a clear process for welcoming new students, particularly newcomers, and a protocol to get them immediately assigned to a newcomer class. Follow the welcome protocol created by the CLT/ILT including things such as free uniform clothing, a backpack, school supplies, and access to necessary services and resources.	Continue to refine our new 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. Principal, Admin. Assistant, and Social Worker will ensure communication with the family, which may necessitate translation.	New students will have a faster acclimation to ICS behavior expectations and school-wide routines. Increased sense of belonging and trust. Newcomer students and families will have the resources they need to succeed at ICS and navigate the larger school system, feeling both included and informed.		Tier 1
1-13	Teachers will consistently integrate Mindfulness practices into their daily routines and transitions.	CLT 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		Tier 1
1-14	Noon Supervisors will model and align playground expectations to the School Culture expectations and maintain clear communication in order to ensure alignment of messaging to students. Noon Supervisors will support before-school, morning recess, and lunchtime safety and play.	CLT will be in communication with Noon Supervisors to ensure a clear understanding around the expectations and rationale. Noon Supervisors will participate in CLT retreat at the beginning of the year and periodically check back in with the CLT.	Increase in playground safety and decrease in conflicts that follow students into the classroom from recess. Increased instructional time		Tier 1

1-15	Kinder teachers will coordinate with the CDC to integrate preschool students into site Kinder activities. CDC will participate in site events such as the Halloween parade and the Walk for Your Heart event.	Principal will support communication between Kinder team and the CDC.	CDC staff, students, and families will have a better understanding of what to expect in Kindergarten and feel integrated into the ICS community.		Tier 1
1-16	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.		
1-17	School will follow guidelines for a police-free response	Principal will follow guidelines for a police-free response in crisis situations	School will significantly reduce, if not completely eliminate, leveraging police support in crisis situations		Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Through teacher PD and a strong focus on building math language for our ELLs and SLLs, 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%.
School Theory of Change:	Through teacher PD and a strong focus on building math language for our ELLs and SLLs, teachers will become more aligned in their language and students will be able to break down the complex language of the math CCSS
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will consistently integrate GLAD Strategies in their math instruction to support ELLs and SLLs, as well as varied student learning modalities.	Math Lead/s 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.		Tier 1
2-2	Teachers will regularly facilitate Math Discourse in their math lessons.	Math Lead/s 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 Math iReady and Math IAB. Students will be more collaborative and increase their use of academic language.		Tier 1
2-3	Teachers will include Visual Representations of the Math.	Math Lead/s 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.		Tier 1

2-4	Using chromebooks, teachers will train students on how to access online math app ST Math in an effort to support differentiated in-class and at-home math practice and increased engagement with math.	Principal will ensure on-going usage of ST Math and support any necessary teacher training around app access and data tracking.	Teachers will feel confident helping students and families access ST Math and encourage daily at-home usage.		Tier 1
2-5	Teachers will consistently promote a Growth Mindset and Student Engagement.	Math Lead/s 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. Math Teacher Leader/s 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.		Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Increase the percentage of all students in Grades K-2 who will score at Proficient and Above on the Spanish F&P/EDL Assessment by the end of the school year by 10% and increase the percentage of all students in Grades 3-5 who will score at Proficient and Above on the iReady, ELA SBAC, and AVANT by 10%. Increase students' vocabulary in writing, as measured by the iReady, and increase students' expressive language, both orally and in writing, as measured by student oral presentations and writing tasks.
School Theory of Change:	Leverage data conferences each trimester to enter and analyze reading data, reflect on formative data, such as teacher's conferring notes, and revise L1 and L2 goals. Leverage iready and other assessment data to track progress toward CCSS.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	<p>Teachers will implement daily instruction using a balanced literacy approach, including phonemic awareness, phonics instruction, reading comprehension, and writing. Teachers implement Guided Reading and strategy groups to support struggling, grade-level and GATE students to access standards through a differentiated model. Teachers leverage a combination of Adelante/Advance curriculum, SIPPS, Heggerty, Bookshop fonética, and personal best practices to create a strong balanced literacy block. Teachers include daily conferring with students during independent reading time.</p>	<p>Principal will ensure all teachers have the curriculum they need. Principal and ILT will ensure teachers are implementing Adelante/Advance curriculum through informal and formal walkthroughs. Informal feedback will be shared with teachers regularly and more in-depth, formal feedback will be shared following formal evaluations and Reading/Writing focused PD cycles.</p>	<p>Growth in iReady and AVANT. Informal observation notes and conferring notes will reflect improvement in target areas/word attack strategies/comprehension</p>		Tier 1
3-2	<p>Teachers maintain an organized, well-stocked classroom library accessible to all students at all reading levels. Teachers create and maintain a system for students to check-out classroom library books to read in class and at home. Teachers coordinate with the Library Technician to provide students with regular access to the school library.</p>	<p>ILT will plan PD sessions focusing on Adelante/Advance components and give teachers an opportunity to share best practices. ILT will plan time for teachers to calibrate and restock their classroom libraries. Principal will budget funds to purchase and replace necessary classroom library books.</p>	<p>Growth in iReady and AVANT. Informal observation notes and conferring notes will reflect improvement in target areas/word attack strategies/comprehension</p>		Tier 1

3-3	Teachers will share information year to year and leverage parent conferences and home visits to know each students' home language. Teachers will actively integrate and encourage the use of students' home languages in their lessons, highlighting cognates, common roots, and the uniqueness, beauty, and importance of all home languages.	ILT and PBIS Team will dedicate planning time to lifting up the diversity of students' home languages and give teachers the opportunity to share what they've done in order to do so.	Teachers will be aware of all students' home languages. Students will feel seen and included and know that their home language is an asset.		Tier 1
3-4	Teachers will meet in grade level Dual Language teams to collaboratively plan Adelante/Advance lessons, keeping in mind the needs of students with disabilities and newcomers.	Schedules will be created to allow for release time (PE, music, art, computers, library) and coaches to facilitate grade level team planning. The use of the field, gym, or other area will be marked on the Shared Site Facilities Calendar.	Lesson design will map onto Adelante/Advance and clearly reflect grade level CCSS for ELA/SLA and ELD/SLD, which will be reflected in growth on reading and writing assessments in English and Spanish.		Tier 1
3-5	Teachers will guide students and parents to understand iReady and AVANT reading assessment data each trimester to increase Parental and Family Engagement. Teachers will ensure tracking of at-home reading on a daily reading log.	TSA and Principal will ensure students and parents know and understand their reading goals. Principal will ensure the use of the daily reading log in all classrooms.	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.		Tier 1
3-6	Teachers will backwards plan Spanish early literacy using our new K-2 early literacy benchmarks to support L1 and L2 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		Tier 1

3-7	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 intervention, Reading Partners and/or After School Program.	Increased student motivation around, engagement with, and articulation of their individual reading goals		Tier 1
3-8	Provide parent education on the CCSS for ELA/SLA and literacy school-wide. Provide parents with information and tools to monitor their students' goals in L1 and L2.	ILT, Social Worker, 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. Principal will ensure monies are available to compensate teachers for parent workshops.	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.		Tier 1
3-9	STIP substitutes support K-2 teachers during small group instruction and provide small group intervention K-5 for struggling readers and newcomers. Small group instruction will be tailored to students' performance levels and literacy skills, and will provide low-performing students with additional, targeted instruction in both English and Spanish.	STIP subs will be provided training to use LLI. Principal and ILT will create a schedule to include STIP sub in-class support and pull-out intervention. All teachers and Admin should agree to not pull STIP subs for alternate duties unless for an emergency.	Teachers will have increased support for their struggling readers, leading to increased performance on iReady and AVANT.		Tier 2

3-10	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		Tier 1
3-11	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 iReady scores for cusp readers in need of an extra push		Tier 2
3-12	Using chromebooks, teachers will train students on how to access online reading apps such as RAZ-Kids, Freckle, and Benchmark in an effort to support varied at-home reading options and increased engagement with reading.	Principal will ensure on-going purchasing of RAZ-Kids and support any necessary teacher training around app access and data tracking.	Teachers will feel confident helping students and families access online reading apps and encourage daily at-home usage.		Tier 1

3-13	Kindergarten teachers will collaborate with the Always Dream Foundation to provide all Kinder students with at-home reading tablets. Teachers will support parent workshops to better understand how to navigate the tablets and model how to read side by side and support reading comprehension.	Principal will budget payment for the Always Dream program.	Parents will feel encouraged to read with their students regardless of their own reading ability and will understand how to navigate the technology included with the program.		Tier 1
3-14	Teachers will coordinate school library visits with the school library technician so that students can find books that interest them and regularly check out books.	Principal will budget for Library Technician and support coordination with TCN around library usage.	Students will have regular access to school library books and understand the system for checking them out and returning them.		Tier 1
3-15	Identify students that would benefit from intervention through Reading Partners	Literacy Lead and Principal will help teachers identify students who will most benefit from Reading Partners support. Principal, Literacy Lead, and teachers will use 1st Trimester Data Conferences to identify students approaching grade level in reading who need an extra push toward proficiency.	Increased iReady scores for cusp readers in need of an extra push		Tier 3
3-16	Kinder, 3rd, and 5th Grade teachers will monitor progress toward the seal of biliteracy in the Spring. 3rd and 5th will administer the necessary writing task to determine which qualified students will receive end of year certificates.	Principal will share the list of qualified students as soon as ELLMA shares it. ILT will calendar the 3rd and 5th Grade writing tasks on the assessment calendar.	Qualified K, 3rd, and 5th Grade students will receive a biliteracy pathway certificate at the end of the year. Qualified 5th Graders will receive a special stamp/sticker on their diploma.		Tier 1

School Priority ("Big Rock"):	Teachers, staff, and families at ICS will have a strong voice in decision-making and professional planning and feel a sense of connectedness among adults, trust in administrative and teacher leadership, and joy.				
School Theory of Change:	Teachers, staff, and families at ICS will have a strong voice in decision-making and professional planning through participation on the leadership team, culture team, SSC, FC, and feedback surveys. As a result, all stakeholders will experience a sense of connectedness and belonging, and will be able to engage in authentic learning experiences.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	3 classroom teachers from a variety of grade levels, the TSA, Science Coach, and Principal participate on the Instructional Leadership Team (ILT) to help craft school academic goals, monitor data, plan and monitor the assessment calendar, monitor intervention, gather and provide feedback from all teachers, and plan and facilitate professional development aligned to school-wide goals.	Ensure ILT meetings take place consistently every other week. Prepare an agenda based on team input, provide the space, and provide snacks for the meeting. Survey all teachers at the end of each year to gauge interest in participating on ILT and come to group consensus to ensure equitable participation and cycling of teachers participation	Meetings take place consistently. All teachers feel that their voice is represented in decision-making around professional development, school academic goals, and assessment decisions.		

4-2	2 classroom teachers, one support staff, and the Social Worker participate on the Positive Behavior Interventions and Support (PBIS)/School Culture Team to help craft school SEL goals, monitor consistent implementation of Tier 1 strategies in classrooms, plan and align Tier 2 strategies, plan and facilitate SEL-related professional development, monitor school-wide behavior data, and gather and provide feedback from all teachers related to school PBIS practices and outcomes.	Ensure PBIS meetings take place consistently every other week. Prepare an agenda based on team input, provide the space, and provide the snacks for the meeting. Survey all teachers and support staff at the end of each year to gauge interest in participating on PBIS and come to group consensus to ensure equitable participation and cycling of teachers participation	Meetings take place consistently. All teachers feel that their voice is represented in decision-making around professional development, school PBIS goals, and decisions made around PBIS systems and supports.		
4-3	3 teachers, one support staff, and the principal participate on the School Site Council (SSC) to help craft school academic and behavior goals, monitor school-wide data, plan teacher and staff presentations to families, and gather and provide feedback from the greater parent community to inform school decision-making around instructional and behavioral goals, curriculum, assessment, and budget	Ensure SSC meetings take place consistently once a month. Prepare agenda based on team input, provide the space, and provide dinner for the meeting. Survey all parents and staff every two years to gauge interest in participating on SSC and come to group consensus to ensure equitable participation and cycling of parent, teacher, and staff participation. Actively recruit under-represented groups, such as Mam and Arabic speaker, to participate	Meetings take place monthly. All parents feel that their voice is represented in decision-making around school PBIS and academic goals, as well as decisions made around instruction, curriculum, and assessment.		

4-4	Teachers and staff will know who their Faculty Council (FC) Representatives are and will meet during designated times to share anonymous feedback aimed at improving school operations and communication. FC representatives will share teacher and staff feedback with the principal and bring principal responses back to teachers and staff.	When asked, Principal will meet with FC representatives to review teacher and staff feedback and provide responses and action steps to meet the requested needs.	Teachers and staff consider the FC representatives and administrator responsive and fair and feel a sense of trust in their teacher and administrative leadership.		
4-5	Teachers, staff, and families participate in school culture surveys to determine whether or not they feel connected to and satisfied with the school culture, climate, and leadership.	The Principal reviews and shares survey data to collaboratively create an action plan to improve school culture, climate, and leadership.	Teachers, staff, and families feel that their voices are heard and acted upon in improving school culture, climate, and leadership.		
4-6	Teachers, staff, and families have informal opportunities to gather and get to know each other.	The Principal, PBIS Team, and ILT create a year-long events calendar that includes academic and cultural events for teachers, staff, and families.	Teachers, staff, and families feel a sense of connectedness among adults, trust in administrative and teacher leadership, and joy		
4-7	School Culture/PBIS Team teachers plan informal monthly outings for teachers and staff to bond outside of school.	Principal participates in monthly outings with teachers as often as possible.	Teachers, staff, and families feel a sense of connectedness among adults, trust in administrative and teacher leadership, and joy		
4-8	School Culture/PBIS Team teachers plan weekly all-school assemblies to recognize student Wolves of the Week, honor academic and behavioral progress, reinforce school core values, and announce upcoming school-wide events and opportunities for parent participation.	Principal plans for and sets up for weekly assemblies, ensuring that the gym, sound system, recognitions, announcements, and any necessary certificates are ready.	Teachers, staff, students and families build connectedness and common understanding of school culture.		

4-9	We will ensure communication/share out from teams (CLT, ILT, SSC, FC) to entire staff through the weekly staff newsletter and Staff Meetings	Principal will review CLT, ILT, and SSC agendas each week to include new information/decisions from teams in the weekly teacher/staff communication	All teachers/staff will know what is happening on each team regardless of whether or not they are a member of the team		
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	GLAD training, professional development, and coaching around best practices for ELD and SLD
School Theory of Change:	Through GLAD training, professional development, and coaching around best practices for ELD and SLD, teachers will be prepared to consistently integrate ELD and SLD with Science and Social Studies and use Science and Social Studies content for designated ELD and SLD. This will result in an increase in student reclassification by 5% and 5% growth in ELLs making progress toward English language proficiency on ELPAC.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will facilitate hands-on science activities, provide students opportunities to read related grade-level science text, and facilitate regular student notebooking.	Teacher prep time for Science/ELD, Social Studies/SLD, and feedback on student science notebooks.	Increased performance on FOSS Map and NGSS FOSS-related assessments		Tier 1
5-2	Using GLAD strategies, teachers will create and maintain science and social studies 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.	Students will have access to science academic vocabulary. This will be reflected in their academic discussions, Science notebook writing, and Science Fair projects. In addition, families will be aware of the science currently being learned in the classroom.		Tier 1

5-3	Teachers will design GLADified lesson plans for science and social studies that include language objectives.	Professional development should be provided to all teachers to support notebooking and monitoring & tracking of student engagement in academic discussions. Differentiated PD to include support and planning time for Social Studies/SLD. Data collection calendar added to PD calendar	Students will have access to the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.		Tier 1
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 the ILT and Coach team. Provide time, PD, and support from Science Coach to plan lessons in which students are reading complex text.	Students will have access to the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.		Tier 1
5-5	All teachers will teach hands-on and literacy based science lessons in English and integrate ELD objectives four days per week. Teachers will include Social Studies standards in their literacy block and integrate SLD objectives.	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 to the language of CCSS in Science and Social Studies. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.		Tier 1

5-6	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 to the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.		Tier 1
5-7	When appropriate, teachers will leverage online app Imagine Learning to support Newcomer students.	Principal will ensure teachers have access to Imagine Learning online.	Newcomer students will have access to Imagine Learning and engage in a differentiated opportunity to practice introductory English skills.		Tier 2

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	The CLT (Culture Leadership Team) will continue to refine our school wide plan...including common language for behavior expectations and conflict resolution procedures. Social Worker will work with students based on referrals from teachers. Principal will schedule consistent cross-campus meetings with yard staff to discuss challenges, collaborate around solutions, and align best practices. CLT will plan and facilitate refresher PD during Fall Retreat and Principal and Social Worker will plan and facilitate more extensive PD prior to Fall Retreat. Principal will coordinate participation of After School Program staff and yard staff in Fall Retreat.	186-1
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$13,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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 the ILT and Coach team. Provide time, PD, and support from Science Coach to plan lessons in which students are reading complex text.	186-2
Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	\$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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 the ILT and Coach team. Provide time, PD, and support from Science Coach to plan lessons in which students are reading complex text.	186-3

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP	\$5,990	LCFF Concentration	1105	Certificated Teachers' Salaries	6599	STIP Teacher	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Identify students with Tier 2 needs and submit COST forms for COST team review in an effort to assign additional supports to the student.	186-4
Certificated Teachers' Salaries: Stipends	\$28,753	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will consistently integrate GLAD Strategies in their math instruction to support ELLs and SLLs, as well as varied student learning modalities.	186-5
Noon Supervisor	\$4,707	LCFF Concentration	2905	Other Classified Salaries	7795	Noon Supervisor	0.16	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All returning teachers will receive refresher trainings on our School Culture Tier 1 and Tier 2 strategies. New teachers will get a more extensive PD to support students with trauma, foster and homeless youth, and newcomers. Day school and after school staff will collaborate around common expectations to ensure alignment.	186-6
Certificated Teachers' Salaries: Salaries	\$105,518	LCFF Supplemental	1105	Certificated Teachers' Salaries	0055	Teacher Education Enhancement	0.85	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will regularly facilitate Math Discourse in their math lessons.	186-7
STIP	\$55,444	LCFF Supplemental	1105	Certificated Teachers' Salaries	6599	STIP Teacher	0.90	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will meet in grade level Dual Language teams to collaboratively plan Adelante/Advance lessons, keeping in mind the needs of students with disabilities and newcomers.	186-8
To be allocated in Fall	\$66,959	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	186-9
Library Technician	\$33,832	Measure G: Library	2205	Classified Support Salaries	7589	Library Technician	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will ensure students are reading complex text independently regularly.	186-10
To be allocated in Fall	\$1,291	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will ensure students are reading complex text independently regularly.	186-11

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Technology	\$22,570	Measure G: Library	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers maintain an organized, well-stocked classroom library accessible to all students at all reading levels. Teachers create and maintain a system for students to check-out classroom library books to read in class and at home. Teachers coordinate with the Library Technician to provide students with regular access to the school library.	186-12
Social Worker	\$89,383	Title I: Basic	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Identify students with Tier 2 needs and submit COST forms for COST team review in an effort to assign additional supports to the student.	186-13
Kinder Reading Program	\$2,320	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement daily instruction using a balanced literacy approach, including phonemic awareness, phonics instruction, reading comprehension, and writing. Teachers implement Guided Reading and strategy groups to support struggling, grade-level and GATE students to access standards through a differentiated model. Teachers leverage a combination of Adelante/Advance curriculum, SIPPS, Heggerty, Bookshop fonética, and personal best practices to create a strong balanced literacy block. Teachers include daily conferring with students during independent reading time.	186-14
Always Dream	\$2,800	Title IV: Student Support & Academic Enrichment	2825	Enter object code at left.	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Identify students with Tier 2 needs and submit COST forms for COST team review in an effort to assign additional supports to the student.	186-15

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Kinder Reading Program Tablets	\$3,000	Title IV: Student Support & Academic Enrichment	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement daily instruction using a balanced literacy approach, including phonemic awareness, phonics instruction, reading comprehension, and writing. Teachers implement Guided Reading and strategy groups to support struggling, grade-level and GATE students to access standards through a differentiated model. Teachers leverage a combination of Adelante/Advance curriculum, SIPPS, Heggerty, Bookshop fonética, and personal best practices to create a strong balanced literacy block. Teachers include daily conferring with students during independent reading time.	186-16



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

ICS

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding monthly parent leader meetings, parent workshops, a monthly SSC and a monthly SELL meeting

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Holding parent/teacher conferences three times a year and home visits at the beginning of the year

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Revisiting it on an on-going basis in SSC, SELL, and monthly Parent Leader Meetings

The school communicates to families about the school's Title I, Part A programs by:

- Convening a Title 1 meeting in August and on an on-going basis in SSC

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Discussing in the monthly SSC and parent leader meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand:

- 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. Family newsletter can be translated to home language through Smore
- **OUSD Family Engagement Standard 3: Parent Volunteering Program**

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities:

- Teachers have an open door policy. Parents sign up to be classroom parent leaders at the first Parent Leader meeting in September. Parent Leaders are responsible for recruiting other classroom parents to assist in grade level fundraising and any additional needs stated by the teachers. Parents support reading in the classroom and at home. Parent Leaders help plan and facilitate monthly movie events and support other school-wide events and celebrations such as Walk For Your Heart, the Cultural Festival, Fall Festival, Peace Celebration, Walk and Roll to School, and more.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- This is done through Back to School Night, parent/teacher conferences, teacher-led workshops, parent leader meetings, workshop series hosted by outside organizations such as Mujeres Unidas, SSC, and SELL.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners:

- Done through SSC

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children:

- SSC, SELL, Coffee Chat, and Parent Leader meetings are done separately to ensure a variety of days and times for parents to participate

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy:

- 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.

The school provides opportunities for the participation of all parents, including parents with limited school-day availability. The school provides support for parent and family engagement activities requested by parents by:

- Using shared decision-making protocols in our Parent Leader, SSC, and SELL meetings, bringing those proposals to the Staff Meetings, and then looping back to parents with teacher and staff input

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- The school-wide calendar is posted in the Parent Resource Center so that parents are always in the loop with upcoming events. We review monthly events in every Parent Leader meeting, which is held on the first Monday of the month

Adoption

This policy was adopted by the ICS School Site Council on 10/9/20 and will be in effect for the period of August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before September 30, 2020.

Name of Principal

Eleanor Alderman

Signature of Principal

Date 8/27/20

Please attach the School-Parent Compact to this document.



School-Parent Compact

ICS

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - PBIS Tier 1 classroom supports for all students
 - Tier 2 and 3 supports for students as needed
 - Quality, aligned dual-language curriculum in all grades
 - Quality math curriculum in all grades
 - Teacher-created Ethnic Studies curriculum to supplement with Social Studies
 - Teacher PD time to discuss quality instruction, share best practices, collaborate and plan

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Done each trimester

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - Parent/teacher conferences each trimester
 - Regular teacher check-ins with parents

- 4) Provide parents reasonable access to staff through:**

- Parent/Teacher conferences and home visits
 - Teacher-led workshops
 - Talking Points
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- Teachers create clear opportunities for parent involvement and message those opportunities to parents during back to school night and regular, on-going class check-ins.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- 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 improved student academic achievement.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- The first teacher PD cycle is always around School Culture, including parent involvement and participation. Teachers create clear opportunities for parent involvement and message those opportunities to parents during back to school night and regular, on-going class check-ins.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- 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. Family newsletter can be translated to home language through Smore

Teacher Responsibilities

- be an advocate for everyone at ICS and in our surrounding community
- communicate with families about student progress through family conferences
- encourage students to be independent readers, writers, mathematicians, historians, and scientists
- embed positive behavior systems and instructional support into all aspects of the learning environment in order to ensure physical and emotional safety for all students

- provide rigorous instruction for all learners, while also supporting their individual needs
- provide resources to parents and teachers that will assist in the improvement of student achievement
- support and encourage family involvement by offering family activities
- provide time and routines for students to check out books in order to complete 30min. of daily reading and a daily reading log

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- remember that I am my child's first and most important teacher
- 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 my children
- provide a quiet place to learn at home
- support my child to read 20-30 minutes a day at home and sign their reading log
- do my best to take my child to the public library to check out high-interest books
- 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
- know the school and classroom rules and ensure that my child complies with them
- support the school in its efforts to help my child learn to resolve conflicts in a positive way and understand how actions affect others
- ensure my child wears their uniform daily

Student Responsibilities

- 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 for 30min. daily and complete my reading log
- work independently
- wear my uniform daily

This Compact was adopted by ICS on 8/27/20 and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 8/27/20.

Signature of Principal

Eleanor Alderman

Date

8/27/20





Strategic Resource Planning (SRP)

International Community School [ICS]
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Sonia Escobar
Vice Chairperson:	Veronica Serna
Secretary:	Denise Case and Carolina Cerda

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Eleanor Alderman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carolina Equihua-Cerda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Denise Case	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Cynthia Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Zulma Garfias-Beltran	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Veronica Serna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Jonathan Stewart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Maricela Mocteczuma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Patricia Maciel Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Sonia Escobar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	EVERY THIRD THURSDAY OF EACH MONTH AT 4:00 PM
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

