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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for International Community School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for International Community School





## 2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/3/2022	Teacher PD	Shared budget one pager and implications for hiring/SPSA goals
1/25/2022	Culture Team (Teachers)	Discussed budget one pager and potential implications for hiring/SPSA goals
1/27/2022	Leadership Team (Teachers)	Discussed budget one pager and potential implications for hiring/SPSA goals
2/8/2022	Culture Team (Teachers)	Reviewed '21-'22 Culture & Climate goal and brainstormed '22-'23 goal based on current data
2/10/2022	Leadership Team (Teachers)	Discussed SPSA goals (Math, Literacy, ELLs & Adult Learning) in depth and brainstormed potential shifts based on feedback from the Staff Meeting
2/23/2022	Teacher PD	Principal presented school-wide data to launch our needs assessment. Teachers participated in a data dive to think about needs at their respective grade level
3/2/2022	School Site Council (Parents & Teachers)	Principal presented school-wide data to launch our needs assessment with families. Families shared noticings and asked questions about school assessments and student data. Principal presented teacher feedback on SPSA goals and solicited family feedback on teacher revisions as well as new suggested revisions.
3/4/2022	Parent Leader Meeting	Reviewed SSC approved SPSA goals for '22-'23 with parents who weren't able to attend SSC.

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified 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. 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides 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.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$100,040.00
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	\$504,458.77

### 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)	\$91,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,680.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,440.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$209,595.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,100.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	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)	\$47,000.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$100,040.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$404,418.77</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$504,458.77</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 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**

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.

Our Pillars:

Supportive Learning Environment

Positive caring relationships and the I.C.S. core values (respect, safety, responsibility, and curiosity) form the foundation of our community school. Students are supported to approach their learning with curiosity, to take risks, to make mistakes, and to engage in productive struggle. Through ongoing reflection on their learning, collaborative conversations, community meetings, and mindfulness practices students are supported to develop a growth mindset.

Cultural Competency/Social Justice

Students will be culturally competent, learning from past social justice movements and voicing their own local and global concerns

Teachers will critically examine curriculum, creating lessons that are culturally relevant for students and that include multiple perspectives, as well as less-known heroes, celebrating victories

Students develop a positive social identity and express pride and confidence in who they are, including in their linguistic and cultural backgrounds. They also respectfully express curiosity in their similarities and differences with other students and groups, as well as empathy for diverse experiences. Students learn to notice and interrupt unfairness and injustice in their relationships and in the larger communities, including participating in or organizing collective action to protest injustice that they see.

Teachers critically examine the curricula, creating lessons that are culturally relevant for students and that include multiple perspectives, highlighting the humanity, joy, resistance, triumphs, and artistic expression of those who are historically marginalized.

Bilingualism and Biliteracy

Students will develop bilingualism and biliteracy through our 50/50 sequential model, which means students learn half the day in Spanish and half the day in English. In kindergarten and first grade we explicitly teach reading and writing in Spanish while integrating English literacy into science and math.

Our dual immersion program celebrates and honors all languages while we specifically focus on developing bilingualism and biliteracy in Spanish and English. In our 50/50 sequential program students build the habits of mind and the skills to actively listen and understand others, express themselves orally, critically read and analyze various genres of text, and write for an authentic purpose and audience citing evidence in both Spanish and English. These goals are achieved through various practices including: a vertically aligned reading curriculum that supports the development of early literacy skills, as well as student engagement with complex texts, differentiated designated and integrated Spanish language development and English language development, and regular academic discussions and oral presentations grounded in hands-on science investigations, social studies projects, math tasks, and complex texts.

Scientific Literacy & Numeracy

Students will develop scientific literacy through scientific investigations grounded in NGSS, academic discussion and scientific writing, and problem solving through engineering.

Students develop numeracy and scientific literacy through engaging math tasks, engineering challenges, and scientific investigations grounded in the Common Core math standards and the Next Generation Science Standards. Students have opportunities to engage in this work through hands-on tasks/challenges/investigations, collaborative academic discussions, and math or science notebooks in which they explain their reasoning, cite evidence, and draw conclusions.

## 1B: STUDENT GOALS & TARGETS

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

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	23%	<i>not available until Fall 2022</i>	25%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	15%	<i>not available until Fall 2022</i>	30%

### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-59.7	n/a	<i>not available until Fall 2022</i>	-40
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	7%	<i>not available until Fall 2022</i>	35%

### Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-66.2	n/a	<i>not available until Fall 2022</i>	-50
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	10%
CAST (Science) at or above Standard	All Students	9%	n/a	<i>not available until Fall 2022</i>	15%

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

### Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-94.9	n/a	<i>not available until Fall 2022</i>	-80.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-87.7	n/a	<i>not available until Fall 2022</i>	-73.0

i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	<i>not available until Fall 2022</i>	35%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-82.6	n/a	<i>not available until Fall 2022</i>	-68.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-91	n/a	<i>not available until Fall 2022</i>	-76.0

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	8%	2%	<i>not available until Fall 2022</i>	8%
LTEL Reclassification	Long-Term English Learners	40%	0%	<i>not available until Fall 2022</i>	50%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	65%	84%	<i>not available until Fall 2022</i>	85%
Out-of-School Suspensions	All Students	2%	n/a	<i>not available until Fall 2022</i>	1%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	9%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	13%	8%	<i>not available until Fall 2022</i>	5%
Chronic Absenteeism	African American Students	n/a	n/a	<i>not available until Fall 2022</i>	0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	85%

Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%
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**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>LCAP Goal 1: College/Career Readiness</i>	Spanish proficiency growth, as evidenced in AVANT, growing steadily from 3rd-5th Grade with 5th Grade at _____ proficient.	As a sequential model, our program focuses on building spanish proficiency first
<i>LCAP Goal 2: Focal Student Supports</i>	Spanish intervention coordinated by TSA and provided by bilingual STIP sub and English intervention supported by English STIP and K-2 Literacy Tutors. <b>Add data around % newcomers and ELLs, % of students served this yr., and growth outcomes attributed to intervention</b>	Being able to fund two STIP subs, one for English intervention and one for Spanish intervention
<i>LCAP Goal 3: 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>LCAP Goal 4: 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
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: 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 fairly new ELA/SLA curriculum and iReady is also still a fairly new assessment.

<i>LCAP Goal 2: 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. Interventionists pulled to cover teachers due to COVID related absences.
<i>LCAP Goal 3: Student/Family Supports</i>	Familiarizing families with the rigor of the iReady and complex text included in the new ELA curriculum.	Family workshops have been challenging as we navigate the pandemic
<i>LCAP Goal 4: 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 COVID protocols and concerns took precious PD time.

#### **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.

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** International Community School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

#### **Language and Literacy:**

We are currently leveraging our very experienced TSA to coordinate and facilitate reading intervention in both English and Spanish. We have a team of two STIP subs and 2 K-2 Literacy Tutors working alongside her to support this instruction. During fall data conferences, teachers expressed gratitude for the number of interventionists and overall coordination of and carryout of these services.

#### **Math**

We were able to use excess Supplemental dollars to hire an additional STIP to focus exclusively on Math intervention. She is holding small groups 5 days a week and already having an impact on student confidence, growth mindset, conceptual understanding, and communication of reasoning. We have not, however, been able to implement any Math PD.

#### **Culture & Climate**

CLT conducted a walkthrough to calibrate and teachers are implementing Tier 1 strategies consistently across the school. Tier 2 targeted interventions have been consistently assigned and monitored through COST and the Student Support Tracker has been consistently monitored through CLT.

#### **Conditions for ELLs and SLLs**

Teachers are currently participating in a GLADifying PD cycle to plan and facilitate Adelante/Advance and Science units integrating the Big 5 GLAD strategies in order to increase access for ELLs and SLLs.

#### **Conditions for Adult Learning**

Teacher and Staff feedback reflect a sense of inclusivity and voice despite very challenging pandemic circumstances.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Having a strong, fully-staffed intervention program has been highly effective, as has having a TSA to coordinate and facilitate.

Having consistent PD designed and facilitated by our teacher teams has been highly effective.

Maintaining our focus on GLAD serves a variety of purposes, but particularly our focus on vocabulary acquisition and scaffolded oral and written expression.

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

We will need to continue integrating PD to support the development of student oral and written expression with a particular focus on vocabulary.

We will need to loop back to include a Math PD cycle since that never happened.

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working? Why?</b> <b>What is not working? Why not?</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Social Worker	Student Connectedness to School	One on one counseling, small group work, social skill development, RJ, yoga, meditation, family support, and teacher guidance around student SEL support	All of it is working quite well to support students, teachers, and families	Nothing. We will stay the course.
Kinder Reading Program	ELL Reclassification	This program provides tablets loaded with a reading library, as well as support for families to partner read with their child	Family workshops have gone well and most students are accessing the reading library, increasing their at home reading practice	Nothing. We will stay the course.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**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**

<b>School Priority:</b>	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 patterns with an equity lens. This will result in a higher sense of physical and emotional safety among students as measured by a 3rd-5th Grade school culture survey given in October and March and the 5th Grade CHKS Survey given in February.
<b>School Theory of Change:</b>	If students feel connected to and trusting of the adults, they will be more open to and more successful in their academics.
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged. All students build relationships with and feel connected to and trusting of adults.
<b>Students to be served by these actions:</b>	<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?
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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 2
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. Providing robust English reading intervention. Include # of students served	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. Providing robust English reading intervention. Include # of students served	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. Providing robust English reading intervention. Include # of students served	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. Providing robust English reading intervention. Include # of students served	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. Providing robust English reading intervention. Include # of students served	Tier 1
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. Providing robust English reading intervention. Include # of students served	Tier 2
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 2

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.		Tier 1
1-17	As a staff, we will use our Student Support Tracker to drive more consistent supports for students.	Principal and CLT will ensure time is given at each staff meeting for whole group to review the Student Support Tracker and name patterns and concerns, as well as SEL and operational supports needed.	Students behavior and self-management will improve as a result of changes to school SEL and operational supports		Tier 1
1-18	Teachers and staff will engage in PD around trauma informed practices and implicit bias	Principal will leverage support from behavioral health department to facilitate PD	Teachers will be more aware of their implicit bias, therefore addressing student behavior and support from more of an equity lens and a personal awareness		Tier 1
1-19	As we grow our SPED inclusion program, we will work to develop an inclusive mindset among staff, students, and families	Principal and teacher teams will create PD/Staff Meeting and Parent Leader meeting time to discuss the inclusion program	All teachers, staff, and families will be aware of and sensitive to the needs of our inclusion program and families and students participating in the program will feel welcomed and included		Tier 1

1-20	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
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**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>	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%.
<b>School Theory of Change:</b>	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
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<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 and work to standardize language practices across the grade levels.	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 and provide at a minimum weekly cognitively guided instruction (story problems) so that students have more practice identifying operations and breaking down multi-step problems.	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 apps ST Math and iReady 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 iReady instruction and support any necessary teacher training around app access and data tracking.	Teachers will feel confident helping students and families access ST Math and iReady 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
2-6	Teachers will integrate more robust support with math fact practice during the school day and in homework expectations.	Principal will ensure teachers have the resources they need to provide math fact support. Principal and ASP liaison will work with after school program to integrate more math fact practice during homework time. Principal and/or teachers will coordinate a math fact workshop for families.	Students will show improvement in and feel more confident in their math facts and therefore feel more ready to tackle complex math problems.		Tier 1
2-7	We will provide teacher PD around the newly adopted math curriculum and discuss our instructional scope and sequence with COVID setbacks in mind.	Principal and ILT will schedule math PD time. Principal will support teachers to create a schedule that maximizes math learning time (ideally 60min. a day).	Teachers will feel ready and supported to plan from and facilitate the new math curriculum.		Tier 1

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

<b>School Priority:</b>	Increase the percentage of all students in Grades K-5 who will score at Proficient and Above on the Spanish & English iReady by the end of the school year by 10% and move at least 10% of students from Below to Approaching. Increase student vocabulary, as measured by iReady, and increase student expressive language, both orally and in writing, as measured by student oral presentations and writing projects.
<b>School Theory of Change:</b>	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.

<b>Related Goal(s):</b>		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.			
<b>Students to be served by these actions:</b>		<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	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.	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.	Growth in iReady. Informal observation notes and conferring notes will reflect improvement in target areas/word attack strategies/comprehension/vocabulary.		Tier 1

3-2	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.	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.	Growth in iReady and AVANT. Informal observation notes and conferring notes will reflect improvement in target areas/word attack strategies/comprehension		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	All teachers will focus on developing students' vocabulary by teaching specific strategies that will be aligned across the grade levels.	ILT will create a template/resource bank/strategies for vocabulary K-2 and 3-5 (include exemplars of vocab. questions from iReady & strategies for tackling unknown words)	Teachers will feel supported to focus more on student vocabulary development. Students will show increased performance in the vocabulary domain on iReady in English and Spanish.		Tier 1
3-8	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

3-9	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
3-10	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 1
3-11	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

3-12	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 1
3-13	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
3-14	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.	Familiarizing families with the rigor of the iReady and complex text included in the new ELA curriculum.	Tier 1
3-15	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

3-16	Identify students that would benefit from intervention through Reading Partners and on-site interventionists.	TSA and Principal will help teachers identify students who will most benefit from intervention 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 2
3-17	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
3-18	Focus on developing a writing curriculum and writing expectations across the grades. Come back to expressive language alignment document we created for writing projects and oral presentations and identify strategies for quiet students to build oral expression skills.	ILT will plan PD time to bring us back to our plan for oral presentations and writing projects.	Students will improve their oral expression by reading their writing projects aloud.		Tier 1

*District Strategy:* Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority:</b>	Teacher/staff/student retention, teacher/staff job satisfaction, and family involvement
<b>School Theory of Change:</b>	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, accountability and belonging, and will be able to engage in authentic learning experiences.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity. Our student enrollment remains stable or increases year to year

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.		Tier 1
4-2	2 classroom teachers, one support staff, and the Social Worker participate on the 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 CLT 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 CLT 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 SEL goals, and decisions made around Tiered systems and supports.		Tier 1

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-respresented 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 culture and academic goals, as well as decisions made around instruction, curriculum, and assessment.		Tier 1
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.		Tier 1
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 and CLT review and share 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.		Tier 1

4-6	School Culture 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.		Tier 1
4-7	We will onboard new teachers so that they feel welcomed, informed, and ready to do their best possible work in support of students	Principal will set up support, ensuring the new teacher has access to technology, all shared documents, a mentor teacher, time and coverage to observe colleagues, and check in time with leadership. Principal will provide school swag as welcome gift.	New teachers will feel welcomed, informed, included, and ready to do their best work to support students.		Tier 1
4-8	We will ensure communication/share out from teams (CLT, ILT, SSC, FC) to entire staff and families through the weekly staff newsletter, Staff Meetings, and a weekly parent newsletter.	Principal will review CLT, ILT, and SSC agendas each week to include new information/decisions from teams in the weekly teacher/staff/family communication	All teachers/staff/families will know what is happening on each team regardless of whether or not they are a member of the team		Tier 1

### CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

<b>School Priority:</b>	Increased enrollment of Black students
<b>School Theory of Change:</b>	Through targeted outreach and collaborative CLT and Parent Leader work to improve conditions for Black students, we will be able to increase enrollment of Black students in our dual language program.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</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	Our teacher and staff-led Culture Team will have specific, data-driven conversations around how to become a more welcoming school for Black families.	Principal and lead teachers will ensure that this is a focal point of CLT work in the coming year.	Currently enrolled Black families will feel that they have a voice in what needs to change and all teachers and staff will be able to articulate what we are doing to become a more welcoming school for Black families.		Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))**

<b>School Priority:</b>	GLAD training, professional development, and coaching around best practices for ELD and SLD
<b>School Theory of Change:</b>	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.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<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?
6-1	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

6-2	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
6-3	Teachers will design GLADified lesson plans for science and social studies that include language objectives. Teachers will archive their units.	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. If the budget allows, principal will send one lead spanish teacher to the GLAD en espanol training.	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

6-4	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
6-5	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. Teachers will use new NewsELA Social Studies and History collection in 4th/5th Grade	Principal will ensure planning time between science teachers and science coach to support integrated ELD.	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
6-6	Teachers will teach daily designated ELD and SLD lessons, that will address and support English Language Learners and Spanish Language Learners at all proficiency levels.	Principal and ILT will plan summer retreat time to revisit our ELD/SLD regrouping plan and provide extended pay planning time for teachers.	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

6-7	When appropriate, teachers will leverage the online app Imagine Learning to support Newcomer students.	Principal will ensure teachers have access to Imagine Learning online. Principal will encourage teachers who have not yet participated in the ENLIST newcomer support cohort to join.	Newcomer students will have access to Imagine Learning and engage in a differentiated opportunity to practice introductory English skills.		Tier 2
6-8	Teachers will leverage small group reader's theater with Adelante books to support language acquisition	Principal will ensure all teachers have all curriculum components	Students will be motivated to rehearse new language in the context of performances		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	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.	186-1
11-Month Teacher on Special Assignment (TSA)	\$126,303	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7406	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	186-2
Books	\$13,681	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Social Worker will connect families to community resources such as family therapy, low-income housing, legal aid, and immigration support	186-3
Certificated Pupil Support Salary	\$61,699	Title I: Basic	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	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.	186-4
Contracts - Always Dream	\$2,560	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	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.	186-5
Contracts - Always Dream	\$2,440	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	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.	186-6

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

Copier Maintenance	\$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	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.	186-7
Library Technician	\$33,319	Measure G: Library	2205	Classified Support Salaries	7589	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Principal will ensure on-going usage of ST Math and iReady instruction and support any necessary teacher training around app access and data tracking.	186-8
Licensing Agreements	\$3,069	Title I: Basic	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	186-9
Noon Supervisor	\$16,282	One-Time COVID Funding	2905	Other Classified Salaries	9034	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-10
Noon Supervisor	\$17,789	One-Time COVID Funding	2905	Other Classified Salaries	7795	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-11
Prep/Enrichment Teacher	\$51,022	LCFF Supplemental	1105	Certificated Teachers' Salaries	0055	Teacher Education Enhancement	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will facilitate hands-on science activities, provide students opportunities to read related grade-level science text, and facilitate regular student notebooking.	186-12

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

Substitute Teacher Incentive Plan (STIP) Teacher	\$3,819	General Purpose Discretionary	1105	Certificated Teachers' Salaries	6599	STIP Teacher	0.05	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	186-13
Substitute Teacher Incentive Plan (STIP) Teacher	\$30,551	LCFF Supplemental	1105	Certificated Teachers' Salaries	6599	STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teacher prep time for Science/ELD, Social Studies/SLD, and feedback on student science notebooks.	186-14
Substitute Teacher Incentive Plan (STIP) Teacher	\$26,732	Title I: Basic	1105	Certificated Teachers' Salaries	6599	STIP Teacher	0.35	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Principal will ensure teachers have the resources they need to provide math fact support. Principal and ASP liaison will work with after school program to integrate more math fact practice during homework time. Principal and/or teachers will coordinate a math fact workshop for families.	186-15
Supplies	\$9,361	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	186-16
Supplies	\$1,719	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Using chromebooks, teachers will train students on how to access online math apps ST Math and iReady in an effort to support differentiated in-class and at-home math practice and increased engagement with math.	186-17
Technology	\$3,540	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Using chromebooks, teachers will train students on how to access online math apps ST Math and iReady in an effort to support differentiated in-class and at-home math practice and increased engagement with math.	186-18



## **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, and SSC/SELL meetings

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/SELL 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 Parent Square are translated in Spanish. Home/School texts from the Principal and teachers are automatically translated to home language through the App and complaint procedures are provided in additional languages. Family newsletter can be translated to home language through the app

- **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:

- In normal years, teachers have an open door policy. However, during COVID, parents need to make an appointment to meet with the teacher virtually or to visit the classroom before or after school. Parents can sign up to be parent leaders at the first Parent Leader meeting in August. Parent Leaders are responsible for recruiting other parents to assist in grade level fundraising and any additional needs stated by the teachers. 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/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/SELL

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 last 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/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 linked in the weekly parent newsletter and hard copies can be sent home as well 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 on 8/19/21 and will be in effect for the period of August 9, 2021 through May 25, 2022.

**The school will distribute this policy to all parents on or before September 30, 2021.**

**Name of Principal**

Eleanor Alderman

**Signature of Principal**

Eleanor Alderman

**Date 8/19/21**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Título I, Parte A Política de participación de los padres y la familia de la escuela**

***Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de los padres y la familia con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para cumplir con los requisitos de participación de los padres y la familia designados en el Título I, Parte A.***

### **ICS**

**acuerda implementar las siguientes prácticas de participación, de acuerdo con Estándares del Distrito Escolar Unificado de Oakland para la participación familiar significativa:**

#### ***Estándar 1 de participación familiar de OUSD: Programa de educación para padres / cuidadores***

*Las familias reciben apoyo con habilidades para la crianza de los hijos y la crianza de los hijos, la comprensión del desarrollo del niño y el adolescente y el establecimiento de condiciones en el hogar que apoyen a los niños como estudiantes en cada edad y nivel de grado.*

La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos al:

- Llevar a cabo reuniones mensuales de padres líderes, talleres para padres y SSC/SELL

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:

- Conferencias entre padres/maestros tres veces al año y visitas a casa al comienzo del año

#### **Estándar 2 de participación familiar de OUSD: Comunicación con los padres y cuidadores**

*Las familias y el personal de la escuela participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.*

La escuela comunica a las familias sobre la Política de participación de los padres y la familia de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y explicar los requisitos del programa y el derecho de los padres a participar.
- Revisarlo de manera continua en SSC/SELL y reuniones mensuales de padres líderes

La escuela se comunica con las familias acerca de los programas de Título I, Parte A de la escuela mediante:

- Convocar una reunión de Título 1 en agosto y de forma continua en SSC

La escuela comunica a las familias sobre el plan de estudios que se usa en la escuela, las evaluaciones que se usan para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes al:

- Discutir en las reuniones mensuales de SSC y padres líderes

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entiendan:

- Todas las reuniones escolares, asambleas, talleres, documentos, volantes y comunicación a través de mensajes de texto en Parent Square se traducen al español. Los textos del hogar / escuela de la directora y los maestros se traducen automáticamente al idioma del hogar a través de la aplicación Parent Square y los procedimientos de quejas se proporcionan en idiomas adicionales. El boletín familiar se puede traducir al idioma del hogar a través de la aplicación

- **Estándar 3 de participación familiar de OUSD: Programa de voluntariado de padres**

*Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.*

La escuela ofrece oportunidades para que las familias participen como voluntarias en las aulas y otras actividades escolares:

- Durante años normales, los maestros tienen una política de puertas abiertas. Sin embargo, durante COVID, los padres tienen que hacer citas para reunirse con los maestros virtualmente o para visitar el salón antes o después de escuela. Los padres pueden inscribirse para ser padres líderes en el salón de clases a través de Oakland Ed Fund. Los padres líderes son responsables de reclutar a otros padres de clase para ayudar en la recaudación de fondos de nivel de grado y cualquier necesidad adicional indicada por los maestros. Los padres apoyan la lectura en el aula y en casa. Los padres líderes ayudan a planificar y facilitar eventos cinematográficos mensuales y apoyan otros eventos y celebraciones en toda la escuela, como Walk For Your Heart, el Festival Cultural, el Festival de Otoño, la Celebración de la Paz, Walk and Roll to School, y más

#### **Estándar 4 de participación familiar de OUSD: Aprendizaje en el hogar**

*Las familias participan con sus hijos en las actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.*

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- Esto se hace a través de la Noche de Regreso a la Escuela, conferencias de padres / maestros, talleres dirigidos por maestros, reuniones de padres líderes, series de talleres organizados por organizaciones externas como Mujeres Unidas, SSC/SELL.

### **Estándar 5 de participación familiar de OUSD: Poder compartido y toma de decisiones**

*Las familias y el personal de la escuela son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.*

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales:

- Hecho a través de SSC/SELL

La escuela brinda oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos:

- Las reuniones de SSC/SELL, Coffee Chat y padres líderes se realizan por separado para garantizar una variedad de días y horarios para que los padres participen

La escuela involucra a los padres de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de Título I, Parte A de la escuela y la Política de participación de los padres y la familia de la escuela:

Los padres participan en la creación y revisión del plan de Título 1 a través del SSC, que se lleva a cabo el segundo miércoles de cada mes. Los miembros del SSC votan sobre cómo gastar el dinero del Título 1 para el próximo año. Los padres líderes ayudan a crear este plan para la participación de los padres, así como el Pacto entre el hogar y la escuela presentado a los padres en visitas domiciliarias y conferencias.

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con disponibilidad limitada durante el día escolar. La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres por:

- Utilizando protocolos compartidos de toma de decisiones en nuestras reuniones de Padres Líderes, SSC/SELL, llevando esas propuestas a las Reuniones del Personal y luego regresando a los padres con las opiniones de los maestros y el personal

### **Estándar 6 de participación familiar de OUSD: Colaboración y recursos comunitarios**

*Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.*

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos al:

- El calendario escolar se publica en el boletín semanal para padres o se puede mandar copia impresa a la casa para que los padres estén siempre al tanto de los próximos eventos. Revisamos los eventos mensuales en cada reunión de padres líderes, que se lleva a cabo el primer lunes del mes.

**Adopción**

Esta política fue adoptada por ICS el 8/19/21 y estará vigente durante el período del 9 de agosto de 2021 al miércoles 25 de mayo de 2022.

**La escuela distribuirá esta política a todos los padres a más tardar el 30 de septiembre de 2021.**

**Nombre de la directora**

Eleanor Alderman

**Firma de la directora**

Eleanor Alderman

**Fecha 8/19/21**

## Home and School Compact

It is our belief that we need everyone to be actively involved in our school community. Our goal is to provide high quality instruction for all students while encouraging responsibility, teamwork, praise and respect.

***Principal: Ms. Alderman***

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

- 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

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

- 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
- ensure my child wears their uniform daily

### **As a student, I will...**

- allow all those around me the right to learn
- always do my personal best and use active listening
- come to school rested, on time and ready to learn
- follow all behavior expectations; be safe, respectful, and responsible
- know and follow school and class rules
- read at home for 30min. daily and complete my reading log
- work independently
- wear my uniform daily



August 2021

# ICS

## Acuerdo entre Hogar y Escuela

Es nuestra creencia que es necesario que todos participen activamente en nuestra comunidad escolar. Nuestro objetivo es proveer instrucción de alta calidad para todos los alumnos y fomentar la responsabilidad, trabajo en grupo, el elogio y el respeto.

**Directora: Ms. Alderman**

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

- será defensor/a para todos en la Escuela ICS y en la comunidad que los rodea
- voy a comunicar con las familias sobre el progreso de su hijo a través de conferencias familiares
- voy a animar a los estudiantes a ser lectores, escritores, matemáticos, historiadores y científicos independientes
- crear sistemas de comportamiento positivo y apoyo educativo en todos los aspectos del entorno de aprendizaje para garantizar la seguridad física y emocional de todos los alumnos
- Proporcionar instrucción rigurosa para todos los alumnos, al tiempo que apoya sus necesidades individuales
- voy a apoyar y fomentar la participación de la familia por ofrecer actividades de la familia
- voy a ofrecer un ambiente de aprendizaje seguro
- programar tiempo y rutinas para que los alumnos presten libros del salón para poder completar 20-30 min. de lectura diaria y completar un registro de lectura diariamente

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

- recordaré que soy el primer maestro de mi hijo y el más importante
- aseguraré de que mi hijo asiste a la escuela todos los días a tiempo y que duerma lo suficiente (8-10 horas)
- escucharé y platicaré con mi hijo sobre las actividades que realizó en la escuela durante el día
- haré un gran esfuerzo para que asista a las actividades de la escuela y sea voluntario en su escuela
- utilizaré positivamente el tiempo extracurricular
- participaré, apropiadamente, en las decisiones relacionadas con la educación de nuestros hijos
- le proporcionaré un lugar tranquilo en casa en donde pueda estudiar mi hijo o hija
- apoyaré a mi hijo para que lea 20-30 minutos cada día y firmaré su registro de lectura
- hago mi mejor esfuerzo para llevar a mi hijo a la biblioteca pública para prestar libros de alto interés
- apoyaré a la escuela en su esfuerzo por mantener la disciplina adecuada ayudando a mi hijo
- conozco las reglas de la escuela y del salón y voy a asegurar que mi hijo las cumpla
- voy a apoyar a la escuela en sus esfuerzos por ayudar a mi hijo en aprender a resolver conflictos de una manera positiva y entender las consecuencias de sus acciones
- asegurar que mi hijo usa su uniforme diario

### Como un estudiante, yo...

- siempre voy a hacer lo mejor que puedo y siempre voy a poner atención
- voy a asistir a la escuela puntualmente y listo para aprender
- voy a trabajar independiente
- voy a seguir todas las expectativas del comportamiento de ser cuidadoso, respetuoso y responsable
- se y sigo los reglas de la escuela y del salón
- leeré en casa 30min. diario y completaré mi registro de lectura
- voy a permitir a los que están alrededor de mí que aprendan
- voy a usar el uniforme en la escuela diariamente



Agosto 2021



## ICS Family Commitments

As a family, what are you committing to when you choose ICS?

Families of Native Spanish Speaking Students	Families of Spanish Learner Students
I will continue to reinforce that Spanish IS really important! I will talk to my child about how special it is to know Spanish and the benefits that come from being bilingual (problem-solving, multi-tasking, perspective-taking, employment, communication with others)	I will continue to reinforce that Spanish IS really important! I will talk to my child about how special it is to know Spanish and the benefits that come from being bilingual (problem-solving, multi-tasking, perspective-taking, employment, communication with others)
If a child responds to me in English, I will continue my conversation in Spanish, encouraging my child to use their Spanish	I understand that learning a language can feel uncomfortable and takes time and that me and my family will need both persistence and patience
I understand that language learning looks different for every child	I understand that language learning looks different for every child
I will encourage older siblings to speak Spanish with their younger siblings	I will encourage my child to take risks, remind them that mistakes are gifts and part of learning and reinforce that "it is ok not to know" by modeling linguistic risk-taking myself
I will read to my child in Spanish	I will listen to my child read in Spanish
I will tell stories to my child in Spanish	I will have my child tell me stories in Spanish
I will sing to my child in Spanish	I will sing with my child in Spanish
I will count with my child in Spanish	I will count with my child in Spanish
I will watch TV and movies with my child in Spanish	I will watch TV and movies with my child in Spanish
I will play games with my child in Spanish	I will play games with my child in Spanish
I will celebrate my child's progress in Spanish literacy (literacy includes listening, speaking, reading, and writing)	I will celebrate my child's progress in Spanish literacy (literacy includes listening, speaking, reading, and writing)
I will correct my child's Spanish in a positive way by modeling the correct way to say it.	I will allow my child to be immersed in Spanish and not expect/request translation for them during Spanish time
If I have concerns about my child's progress across language, I will reach out to the teachers and/or Principal to ask for help	If I have concerns about my child's progress across language, I will reach out to the teachers and/or Principal to ask for help
I will not discourage trans-languaging (using a mixture of English and Spanish)	I will not discourage trans-languaging (using a mixture of English and Spanish)



## Compromisos de la familia ICS

Como familia, ¿a qué se compromete cuando elige ICS?

Familias de estudiantes nativos al español	Familias de estudiantes aprendiendo español
¡Seguiré reforzando que el español ES realmente importante! Hablaré con mi hijo sobre lo especial que es saber español y los beneficios que se obtienen al ser bilingüe (resolución de problemas, multitarea, toma de perspectiva, empleo, comunicación con otros)	¡Seguiré reforzando que el español ES realmente importante! Hablaré con mi hijo sobre lo especial que es saber español y los beneficios que se obtienen al ser bilingüe (resolución de problemas, multitarea, toma de perspectiva, empleo, comunicación con otros)
Si un niño me responde en inglés, continuaré mi conversación en español, alentando a mi hijo a usar su español.	Entiendo que aprender un idioma puede resultar incómodo y lleva tiempo y que mi familia y yo necesitamos perseverancia y paciencia.
Entiendo que el aprendizaje de idiomas se ve diferente para cada niño	Entiendo que el aprendizaje de idiomas se ve diferente para cada niño
Animaré a los hermanos mayores a que hablen español con sus hermanos menores.	Animaré a mi hijo a que se arriesgue, le recordaré que los errores son regalos y parte del aprendizaje y reforzaré que "está bien no saber" al modelar yo mismo la toma de riesgos lingüísticos.
Le leeré a mi hijo en español	Escucharé a mi hijo leer en español
Le contaré historias a mi hijo en español.	Haré que mi hijo me cuente historias en español
Cantaré a mi hijo en español	Cantaré con mi hijo en español
Contaré con mi hijo en español	Contaré con mi hijo en español
Veré televisión y películas con mi hijo en español	Veré televisión y películas con mi hijo en español
Jugaré juegos con mi hijo en español	Jugaré juegos con mi hijo en español
Celebraré el progreso de mi hijo en la alfabetización en español (la alfabetización incluye escuchar, hablar, leer y escribir)	Celebraré el progreso de mi hijo en la alfabetización en español (la alfabetización incluye escuchar, hablar, leer y escribir)
Corregiré el español de mi hijo de una manera positiva al modelar la forma correcta de decirlo.	Permitiré que mi hijo se sumerja en español y pediré traducción para el/ella durante el tiempo en español
Si tengo inquietudes sobre el progreso de mi hijo en todos los idiomas, me comunicaré con los maestros y / o la directora para pedir ayuda.	Si tengo inquietudes sobre el progreso de mi hijo en todos los idiomas, me comunicaré con los maestros y / o la directora para pedir ayuda.
No desalentaré el lenguaje trans (usando una mezcla de inglés y español)	No desalentaré el lenguaje trans (usando una mezcla de inglés y español)



## ICS Teacher Commitments

Teachers will speak in the target language as often as possible, using only key words in the partner language when necessary to support comprehension. Wherever possible, teachers will support comprehension using gestures and objects. Use the partner language as a scaffold rather than a crutch.

If a student responds in the partner language or through trans-languaging, teachers will repeat back their response in the target language and ask the student to repeat it aloud.

Teachers will recognize that students may show resistance to learning the partner or target language as a result of pressure from the larger community or forces of assimilation.

Teachers will commit to celebrating and praising multilingualism and find ways to challenge the idea of English being a superior language.

Teachers will commit to celebrating and praising students' progress in language acquisition.

Teachers will encourage their students to take risks, reminding them that mistakes are gifts and part of learning and reinforcing that "it is ok not to know" by modeling linguistic risk-taking themselves

Teachers will make an effort to learn words/phrases in students' home languages and model life-long language learning

Teachers will commit to preparing for lessons, reviewing the academic language, sentence frames, and texts ahead of time to ensure correct grammar, vocabulary, and spelling.

Teachers will recast student language back to them with accurate grammar, vocabulary, word order, conjugation, etc...

Teachers will maintain high expectations for ALL STUDENTS regardless of home language, student history, behavior patterns, or prior participation patterns



## Compromisos de los maestros de ICS

Los maestros hablarán en el idioma de destino tan a menudo como sea posible, utilizando sólo palabras clave en el idioma del compañero cuando sea necesario para apoyar la comprensión. Siempre que sea posible, los maestros apoyarán la comprensión mediante gestos y objetos. Utilice el lenguaje del compañero como un andamio en lugar de una muleta.

Si un alumno responde en el idioma asociado o mediante lenguaje trans,, los maestros repetirán su respuesta en el idioma de destino y le pedirán al alumno que la repita en voz alta.

Los maestros reconocerán que los estudiantes pueden mostrar resistencia a aprender el idioma de la pareja o de destino como resultado de la presión de la comunidad en general o de las fuerzas de asimilación.

Los maestros se comprometerán a celebrar y alabar el multilingüismo y encontrar formas de desafiar la idea de que el inglés es un idioma superior.

Los maestros se comprometerán a celebrar y a elogiar el progreso de los estudiantes en la adquisición del idioma.

Los maestros alentarán a sus estudiantes a tomar riesgos, recordándoles que los errores son regalos y parte del aprendizaje y reforzando que "está bien no saber" al modelar ellos mismos la toma de riesgos lingüísticos.

Los maestros harán un esfuerzo por aprender palabras / frases en el idioma materno de los estudiantes y modelarán el aprendizaje de idiomas a lo largo de la vida.

Los maestros se comprometerán a prepararse para las lecciones, a revisar el lenguaje académico, los marcos de las oraciones y los textos con anticipación para garantizar la gramática, el vocabulario y la ortografía correctos.

Los maestros reformularán el idioma de los estudiantes con una gramática, vocabulario, orden de palabras, conjugación, etc. precisos ...

Los maestros mantendrán altas expectativas para TODOS LOS ESTUDIANTES independientemente del idioma del hogar, el historial del estudiante, los patrones de comportamiento o los patrones de participación previa.

## ICS School & Family Compact (21-22)

It is our belief that we need everyone to be actively involved in our school community. Our goal is to provide high quality instruction for all students while encouraging responsibility, teamwork, praise and respect.

### ***Principal: Ms. Alderman***

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

- 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

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

- 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
- ensure my child wears their uniform daily

#### **As a student, I will...**

- allow all those around me the right to learn
- always do my personal best and use active listening
- **come to school rested, on time and ready to learn**
- follow all behavior expectations; be safe, respectful, and responsible
- know and follow school and class rules
- **read at home for 30min. daily and complete my reading log**
- work independently
- wear my uniform daily



August 19, 2021  
Date

Eleanor Alderman  
Principal Signature

*(See the Family and School Commitments Attached)*

*NOTE: This Compact will be distributed to the entire ICS Community by September 30, 2021*

# ICS

## Acuerdo entre Escuela y Familia (21-22)

Es nuestra creencia que es necesario que todos participen activamente en nuestra comunidad escolar. Nuestro objetivo es proveer instrucción de alta calidad para todos los alumnos y fomentar la responsabilidad, trabajo en grupo, el elogio y el respeto.

**Directora: Ms. Alderman**

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

- será defensor/a para todos en la Escuela ICS y en la comunidad que los rodea
- voy a comunicar con las familias sobre el progreso de su hijo a través de conferencias familiares
- voy a animar a los estudiantes a ser lectores, escritores, matemáticos, historiadores y científicos independientes
- crear sistemas de comportamiento positivo y apoyo educativo en todos los aspectos del entorno de aprendizaje para garantizar la seguridad física y emocional de todos los alumnos
- Proporcionar instrucción rigurosa para todos los alumnos, al tiempo que apoya sus necesidades individuales
- voy a apoyar y fomentar la participación de la familia por ofrecer actividades de la familia
- voy a ofrecer un ambiente de aprendizaje seguro
- programar tiempo y rutinas para que los alumnos presten libros del salón para poder completar 20-30 min. de lectura diaria y completar un registro de lectura diariamente

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

- recordaré que soy el primer maestro de mi hijo y el más importante
- aseguraré de que mi hijo asiste a la escuela todos los días a tiempo y que duerma lo suficiente (8-10 horas)
- escucharé y platicaré con mi hijo sobre las actividades que realizó en la escuela durante el día
- haré un gran esfuerzo para que asista a las actividades de la escuela y sea voluntario en su escuela
- utilizaré positivamente el tiempo extracurricular
- participaré, apropiadamente, en las decisiones relacionadas con la educación de nuestros hijos
- le proporcionaré un lugar tranquilo en casa en donde pueda estudiar mi hijo o hija
- apoyaré a mi hijo para que lea 20-30 minutos cada día y firmaré su registro de lectura
- hago mi mejor esfuerzo para llevar a mi hijo a la biblioteca pública para prestar libros de alto interés
- apoyaré a la escuela en su esfuerzo por mantener la disciplina adecuada ayudando a mi hijo
- conozco las reglas de la escuela y del salón y voy a asegurar que mi hijo las cumpla
- voy a apoyar a la escuela en sus esfuerzos por ayudar a mi hijo en aprender a resolver conflictos de una manera positiva y entender las consecuencias de sus acciones
- asegurar que mi hijo usa su uniforme diario

### Como un estudiante, yo...

- siempre voy a hacer lo mejor que puedo y siempre voy a poner atención
- voy a asistir a la escuela puntualmente y listo para aprender
- voy a trabajar independiente
- voy a seguir todas las expectativas del comportamiento de ser cuidadoso, respetuoso y responsable
- se y sigo los reglas de la escuela y del salón
- leeré en casa 30min. diario y completaré mi registro de lectura
- voy a permitir a los que están alrededor de mí que aprendan
- voy a usar el uniforme en la escuela diariamente



August 19, 2021

**Date**

Eleanor Alderman

**Principal Signature**

*(Vea los compromisos de la familia y la escuela a continuación)*

*NOTA: Este Pacto se distribuirá a toda la Comunidad de ICS antes del 30 de septiembre de 2021.*



## ICS Family Commitments

As a family, what are you committing to when you choose ICS?

Families of Native Spanish Speaking Students	Families of Spanish Learner Students
I will continue to reinforce that Spanish IS really important! I will talk to my child about how special it is to know Spanish and the benefits that come from being bilingual (problem-solving, multi-tasking, perspective-taking, employment, communication with others)	I will continue to reinforce that Spanish IS really important! I will talk to my child about how special it is to know Spanish and the benefits that come from being bilingual (problem-solving, multi-tasking, perspective-taking, employment, communication with others)
If a child responds to me in English, I will continue my conversation in Spanish, encouraging my child to use their Spanish	I understand that learning a language can feel uncomfortable and takes time and that me and my family will need both persistence and patience
I understand that language learning looks different for every child	I understand that language learning looks different for every child
I will encourage older siblings to speak Spanish with their younger siblings	I will encourage my child to take risks, remind them that mistakes are gifts and part of learning and reinforce that "it is ok not to know" by modeling linguistic risk-taking myself
I will read to my child in Spanish	I will listen to my child read in Spanish
I will tell stories to my child in Spanish	I will have my child tell me stories in Spanish
I will sing to my child in Spanish	I will sing with my child in Spanish
I will count with my child in Spanish	I will count with my child in Spanish
I will watch TV and movies with my child in Spanish	I will watch TV and movies with my child in Spanish
I will play games with my child in Spanish	I will play games with my child in Spanish
I will celebrate my child's progress in Spanish literacy (literacy includes listening, speaking, reading, and writing)	I will celebrate my child's progress in Spanish literacy (literacy includes listening, speaking, reading, and writing)
I will correct my child's Spanish in a positive way by modeling the correct way to say it.	I will allow my child to be immersed in Spanish and not expect/request translation for them during Spanish time
If I have concerns about my child's progress across language, I will reach out to the teachers and/or Principal to ask for help	If I have concerns about my child's progress across language, I will reach out to the teachers and/or Principal to ask for help
I will not discourage trans-languaging (using a mixture of English and Spanish)	I will not discourage trans-languaging (using a mixture of English and Spanish)

## Compromisos de la familia ICS



Como familia, ¿a qué se compromete

cuando elige ICS?

Familias de estudiantes nativos al español	Familias de estudiantes aprendiendo español
¡Seguiré reforzando que el español ES realmente importante! Hablaré con mi hijo sobre lo especial que es saber español y los beneficios que se obtienen al ser bilingüe (resolución de problemas, multitarea, toma de perspectiva, empleo, comunicación con otros)	¡Seguiré reforzando que el español ES realmente importante! Hablaré con mi hijo sobre lo especial que es saber español y los beneficios que se obtienen al ser bilingüe (resolución de problemas, multitarea, toma de perspectiva, empleo, comunicación con otros)
Si un niño me responde en inglés, continuaré mi conversación en español, alentando a mi hijo a usar su español.	Entiendo que aprender un idioma puede resultar incómodo y lleva tiempo y que mi familia y yo necesitamos perseverancia y paciencia.
Entiendo que el aprendizaje de idiomas se ve diferente para cada niño	Entiendo que el aprendizaje de idiomas se ve diferente para cada niño
Animaré a los hermanos mayores a que hablen español con sus hermanos menores.	Animaré a mi hijo a que se arriesgue, le recordaré que los errores son regalos y parte del aprendizaje y reforzaré que "está bien no saber" al modelar yo mismo la toma de riesgos lingüísticos.
Le leeré a mi hijo en español	Escucharé a mi hijo leer en español
Le contaré historias a mi hijo en español.	Haré que mi hijo me cuente historias en español
Cantaré a mi hijo en español	Cantaré con mi hijo en español
Contaré con mi hijo en español	Contaré con mi hijo en español
Veré televisión y películas con mi hijo en español	Veré televisión y películas con mi hijo en español
Jugaré juegos con mi hijo en español	Jugaré juegos con mi hijo en español
Celebraré el progreso de mi hijo en la alfabetización en español (la alfabetización incluye escuchar, hablar, leer y escribir)	Celebraré el progreso de mi hijo en la alfabetización en español (la alfabetización incluye escuchar, hablar, leer y escribir)
Corregiré el español de mi hijo de una manera positiva al modelar la forma correcta de decirlo.	Permitiré que mi hijo se sumerja en español y pediré traducción para el/ella durante el tiempo en español
Si tengo inquietudes sobre el progreso de mi hijo en todos los idiomas, me comunicaré con los maestros y / o la directora para pedir ayuda.	Si tengo inquietudes sobre el progreso de mi hijo en todos los idiomas, me comunicaré con los maestros y / o la directora para pedir ayuda.
No desalentaré el lenguaje trans (usando una mezcla de inglés y español)	No desalentaré el lenguaje trans (usando una mezcla de inglés y español)

## ICS Teacher Commitments



Teachers will speak in the target language as often as possible, using only key words in the partner language when necessary to support comprehension. Wherever possible, teachers will support comprehension using gestures and objects. Use the partner language as a scaffold rather than a crutch.

If a student responds in the partner language or through trans-languaging, teachers will repeat back their response in the target language and ask the student to repeat it aloud.

Teachers will recognize that students may show resistance to learning the partner or target language as a result of pressure from the larger community or forces of assimilation.

Teachers will commit to celebrating and praising multilingualism and find ways to challenge the idea of English being a superior language.

Teachers will commit to celebrating and praising students' progress in language acquisition.

Teachers will encourage their students to take risks, reminding them that mistakes are gifts and part of learning and reinforcing that "it is ok not to know" by modeling linguistic risk-taking themselves

Teachers will make an effort to learn words/phrases in students' home languages and model life-long language learning

Teachers will commit to preparing for lessons, reviewing the academic language, sentence frames, and texts ahead of time to ensure correct grammar, vocabulary, and spelling.

Teachers will recast student language back to them with accurate grammar, vocabulary, word order, conjugation, etc...

Teachers will maintain high expectations for ALL STUDENTS regardless of home language, student history, behavior patterns, or prior participation patterns

## Compromisos de los maestros de ICS

Los maestros hablarán en el idioma de destino tan a menudo como sea posible, utilizando sólo palabras clave en el idioma del compañero cuando sea necesario para apoyar la comprensión. Siempre que sea posible, los maestros apoyarán la comprensión mediante gestos y objetos. Utilice el lenguaje del compañero como un andamio en lugar de una muleta.

Si un alumno responde en el idioma asociado o mediante lenguaje trans,, los maestros repetirán su respuesta en el idioma de destino y le pedirán al alumno que la repita en voz alta.

Los maestros reconocerán que los estudiantes pueden mostrar resistencia a aprender el idioma de la pareja o de destino como resultado de la presión de la comunidad en general o de las fuerzas de asimilación.

Los maestros se comprometerán a celebrar y alabar el multilingüismo y encontrar formas de desafiar la idea de que el inglés es un idioma superior.

Los maestros se comprometerán a celebrar y a elogiar el progreso de los estudiantes en la adquisición del idioma.

Los maestros alentarán a sus estudiantes a tomar riesgos, recordándoles que los errores son regalos y parte del aprendizaje y reforzando que "está bien no saber" al modelar ellos mismos la toma de riesgos lingüísticos.

Los maestros harán un esfuerzo por aprender palabras / frases en el idioma materno de los estudiantes y modelarán el aprendizaje de idiomas a lo largo de la vida.

Los maestros se comprometerán a prepararse para las lecciones, a revisar el lenguaje académico, los marcos de las oraciones y los textos con anticipación para garantizar la gramática, el vocabulario y la ortografía correctos.

Los maestros reformularán el idioma de los estudiantes con una gramática, vocabulario, orden de palabras, conjugación, etc. precisos ...

Los maestros mantendrán altas expectativas para TODOS LOS ESTUDIANTES independientemente del idioma del hogar, el historial del estudiante, los patrones de comportamiento o los patrones de participación previa.



Strategic Resource Planning (SRP)

## INTERNATIONAL COMMUNITY SCHOOL (ICS)

### School Site Council Membership Roster

**2021-2022**

### SSC - Officers

<b>Chairperson:</b>	Patricia Ramos Maciel
<b>Vice Chairperson:</b>	Vianey Hernandez
<b>Co-Secretaries:</b>	Denise Case and Carolina Cerda

### SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Eleanor Alderman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Denise Case	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Cynthia Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Carolina Equihua-Cerda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Zulma Beltran	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Patricia Ramos Maciel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Veronica Serna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Karina Najera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Grecia Estrada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Vianey Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Last Wednesday of Every Month at 4:00 PM
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**SSC Legal Requirements (EC Sections 65000-65001):**

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members