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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for International Community School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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)**

- 2023-2024 School Plan for Student Achievement (SPSA) for International Community School



## 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

**Date(s) plan was approved:** 5/22/2023

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

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

**Signatures:**

<p><u>Raquel Jones</u> <i>Principal</i></p>	<p><u><i>Raquel Jones</i></u> Signature</p>	<p><u>5/22/2023</u> Date</p>
<p><u>Mara McMillan</u> <i>SSC Chairperson</i></p>	<p><u><i>Mara McMillan</i></u> Signature</p>	<p><u>5/22/2023</u> Date</p>
<p><u>Kathleen Arnold</u> <i>Network Superintendent</i></p>	<p><u><i>K. Arnold</i></u> Signature</p>	<p><u>5/24/23</u> Date</p>
<p><u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i></p>	<p><u><i>Lisa Spielman</i></u> Signature</p>	<p><u>5/24/2023</u> Date</p>

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/9/2023	TEACHER PD (teachers)	Discussed budget one pager and potential implications for hiring/SPSA goals
1/10/2023	CLT PD (teachers)	Shared budget one pager and implications for hiring/SPSA goals
1/17/2023	ILT MTG (teachers)	Shared staff's budget priorities feedback in relation to SEL curriculum for next year.
2/1/2023	PARENT LEADER MTG (parents)	Reviewed budget one pager again
1/18/2023	ILT MTG (teachers)	Shared budget one pager and implications for hiring/SPSA goals as well as staff priorities for 23-24 school year. Asked parent leaders what their priorities are for next year.
2/22/2023	SSC MTG (parents and teachers)	Discussed SPSA goals (Math, Literacy, ELLs & Adult Learning) in depth and brainstormed potential shifts based on feedback from the Staff Meeting
3/29/2023	SSC MTG (parents and 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.
5/17/23	SSC MTG (parents and teachers)	Shared newest additions and revisions to the SPSA and received feedback from SSC members.
		Shared SPSA sections 1, 2, 3 and 4 with SSC to approve the SPSA.

## 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 in part through one-time COVID relief funds to enable OUSD 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.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$101,680.00
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	\$472,116.43

### 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)	\$93,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,820	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,480	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$221,370	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,200	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$101,680</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$370,436</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$472,116</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 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.



## School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
54.2%	45.8%	80.4%	12.2%	1.1%	0.0%	90.8%	11.8%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
0.0%	3.3%	91.1%	1.5%	1.1%	0.0%	0.4%	1.5%

## 1B: STUDENT GOALS & TARGETS

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

**School Goal for College, Career & Community Readiness:** Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments.  
80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.

### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	n/a	n/a	<i>not available until Fall 2023</i>	n/a
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	22.9%	6.5%	<i>not available until Fall 2023</i>	25.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	14.6%	31.8%	<i>not available until Fall 2023</i>	30.0%

### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-59.7	n/a	-59.3	<i>not available until Fall 2023</i>	-40.0

i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6.9%	11.5%	<i>not available until Fall 2023</i>	35.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-66.2	n/a	-86.6	<i>not available until Fall 2023</i>	-50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	8.1%	<i>not available until Fall 2023</i>	10.0%
CAST (Science) at or above Standard	All Students	8.6%	n/a	17.1%	<i>not available until Fall 2023</i>	27.0%

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

**School Goal for Targeted Supports for Focal Student Groups:** Through teacher PD on the new math curriculum, teachers will increase student engagement and student talk, growth mindset, and productive struggle. The PD will also 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%.

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-94.9	n/a	-136.6	<i>not available until Fall 2023</i>	-80.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-87.7	n/a	-84.7	<i>not available until Fall 2023</i>	-73.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	35.0%

SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-82.6	n/a	-102.4	<i>not available until Fall 2023</i>	-68.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-91	n/a	-100.4	<i>not available until Fall 2023</i>	-76.0
<b>Reclassification Measures &amp; Annual Targets</b>		<i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	7.6%	1.6%	19.8%	<i>not available until Fall 2023</i>	23.0%
LTEL Reclassification	Long-Term English Learners	40.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	50.0%

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

**School Goal for Student & Family Engagement:** The ICS CSM, in collaboration with the ILT, CLT and Attendance Team, will lead the work of engaging students and families in content focused workshops, increasing attendance and decreasing tardies, and creating multiple opportunities for families and community to engage in school organized events. Families at ICS will have a strong voice in decision-making and feel a sense of connectedness and trust in administrative and teacher leadership.

Measure	at	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	64.9%	83.7%	0.0%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	1.7%	n/a	0.4%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	8.9%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	13.3%	7.6%	37.8%	<i>not available until Fall 2023</i>	5.0%

Chronic Absenteeism	African American Students	n/a	n/a	n/a	<i>not available until Fall 2023</i>	0.0%
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**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.**

**School Goal for High-Quality Staff:** Through weekly PDs, monthly staff meetings, staff retreats and teacher and staff coaching, teachers and staff at ICS will have a strong voice in decision-making and professional planning and feel a sense of connectedness and accountability among adults, trust in administrative and teacher leadership, and joy.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	93.3%	82.9%	82.4%	<i>not available until Fall 2023</i>	95%%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	7.2% increase of students at Mid-Above Grade Level on i-Ready English Reading Diagnostic score from Fall to Midyear. 10.9% decrease of students below grade level on same diagnostic.	Experienced TSA coordinating literacy tutors and STIP sub small group instruction; TSA supporting teachers in looking at data to form small group for intervention; district support in the form of PDs and coaching of literacy tutors
<i>LCAP Goal 2: Focal Student Group Supports</i>	All teachers are using the new curriculum and manipulatives to support student understanding.	We have completed an early cycle focused on math and have completed 2-3 math learning walks with feedback.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Strong relationships between the family, student, and teacher leads to clear communication and collaboration around student goal-setting	Families and teachers have a strong and positive connection based on beginning of year parent/teacher conferences. 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.

<i>LCAP Goal 4: Staff Supports</i>	Teachers get on site mentoring by TSA and STEM coach; we use our budget to give teachers more time to prep and collaborate with each other; Strong relationships between the family, student, and teacher leads to clear communication and collaboration around student goal-setting	Veteran TSA and STEM coach act as mentors to new teachers; veteran teachers on the ILT plan staff PDs and Cycles; teachers are open to deprivatizing their instruction for colleagues and school PDs; high level of teacher collaboration;
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Students are struggling in English vocabulary and comprehension in grades 2-5.	We have four new teachers this year and the ELA/SLA curriculum is new to them. Students in second grade are in their first year focused on English reading. Students are still feeling the impact of the pandemic and distance learning.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Math i-Ready diagnostic data shows that 51% of students are two or more grade levels below.	Distance learning and the pandemic hugely impacted student math learning. Lack of PDs for a number of years. Lack of math intervention.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Lower levels of parent involvement after the pandemic made more challenging by navigating the return to in person instruction and continued Covid in the community.	Covid and a new CSM and Administrator learning how to clearly communicate with families and welcome them back onto the campus.
<i>LCAP Goal 4: Staff Supports</i>	Four new teachers, one new STIP sub, a new CSM, continued higher level of absences and mid year teacher resignations and a lack of time to have all the discussions and PDs that are necessary for a fully functioning staff.	Teacher burn out and challenging teacher certification environment, coupled with continued teacher overwhelm due to the pandemic and learning interruptions.

#### **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, Black/African-American students, and Latino 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.

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: International Community School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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:**

This year we leveraged our very experienced TSA to coordinate and facilitate reading intervention in both English and Spanish. We have a team of two STIP subs and 3 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:**

This year we had one PD Cycle focused solely on math. This math cycle lasted 5 weeks and during that time teachers had time to study the new math curriculum with the support of our STEM coach and principal. Teachers looked more closely at the different parts of a EM2 math lesson as well as viewed video of veteran teachers teaching the different parts of the lesson. Teachers had time to study, discuss and collaborate on around lesson planning using the new curriculum.

#### **Culture & Climate:**

CLT conducted a walkthrough to calibrate and all veteran teachers are implementing Tier 1 strategies consistently across the school. New teachers are collaborating with their mentors and grade level team teacher to improve in their use of Tier 1 strategies. 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. Teachers, with the support of STIP subs, are also implementing DELD using FOSS Science integrated curriculum with PD training three times this year.

#### **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.

Having a math cycle in which teachers were able to deeply study the curriculum and watch veteran math teachers teach helped teachers become more comfortable with the new curriculum and pacing.

**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 focus on English language transfer in math next year to support student success on state tests and moving into middle school. We will need to continue integrating PD to support the development of student oral and written expression with a particular focus on vocabulary.

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)	Based on this evaluation, what will you change, continue, or discontinue? Why?
Certificated Pupil Support Salary	Student Connectedness to School	Social Worker ...	Diosa Diaz, social worker, has seen 62 students for counseling so far this year, held 33 Restorative Justice sessions, written 437 case notes and is actively seeing 6 to 9 students per day to support their well being. Diosa helps to solve conflicts, solve problems, she checks in with families. She holds yoga classes with small groups of students on Wednesdays to help them with their anxiety and coping strategies. She confers with teachers.	SSC has voted to continue funding our social worker for the coming school year.
Contracts - Always Dream	i-Ready Reading at or above Mid-Grade	Support student reading at home and supports families reading with students at home through online parent PDs	Less than half of families are attending online PDs and students reading at home. In the month of February, only 21 out of 49 students signed in and used their Always Dream tablets/MyOn application. Also in the month of February, there were only an average of 6 active days on the student tablets.	SSC is not continuing to fund this program in 23-24



Licensing Agreements	CAST (Science) at or above Standard	Mystery science licensing agreement was not contracted at the beginning of the year due to lack of funds but now that carry over funds are available we will try to fund this for the remaining part of the year.	Teachers are asking for a licensing agreement for Mystery Science to support science instruction. There is also the possibility of purchasing a new Spanish Language Development curriculum next year that is online. These funds have not been expended at the time of evaluation.	SSC has voted to fund this for the remaining part of 22-23 with carry over funds
Substitute Teacher Incentive Plan (STIP) Teacher	Student Connectedness to School	STIP subs are supporting testing, DELD, and enrichment classes	With STIP sub support teachers have one more planning time to collaborate with their grade level teacher, participate in SSTs (over 5 by the end of the year) and IEPs (over 13 by the end of the year), STIP subs also teach small group, leveled DELD that allows students to get DELD at their level and allows the classroom teacher to also teach a small group leveled DELD student group. In total so far this year STIP Subs have given over 400 DELD lessons across grades and cohorts.	We will continue to fund a second STIP sub to support enrichment and small group instruction.

**2023-24 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](#)

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

<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>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	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.	Behavior expectations clearly posted in classrooms; calendar invitations and notes show meetings with principal and teacher(s) when a new student /foster student is enrolled. 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
1-2	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.	Deeper student tracker data dives and discussion 3x a year to support as noted on staff meeting agendas. Students behavior and self-management will improve as a result of changes to school SEL and operational supports		Tier 1
1-3	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	Agendas and PD Cycle notes, 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 2

1-4	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	We no longer have a SPED Inclusion program		
1-5	School will follow guidelines for a police-free response	Principal will follow guidelines for a police-free response in crisis situations	Social Worker and CSM will play a larger part when a student is in crisis; Central Office personal will play a role when a crisis metits.		Tier 3

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

<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>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	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

2-2	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
2-3	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
2-4	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
2-5	Teachers will use the curriculum embedded assessments to guide small group instruction to accelerate math learning.	Principal and ILT will schedule math PD time to allow teachers to learn to use the new curriculum embedded assessments and reports to guide whole group and small group instruction.	Teachers will feel ready and supported to administer and use the math curriculum embedded assessments.		Tier 2

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

**School Priority:** 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.

**School Theory of Change:** If students feel connected to and trusting of the adults, they will be more open to and more successful in their academics.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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3-1	<p>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.</p>	<p>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.</p>	<p>School wide Behavior Expectations rounds in August and January to share and clarify our school values: Safe, Respectful and Responsible, and our behavior expectations across the school building, indoors and out.</p> <p>We start the school year with a cycle on School Culture, including school wide classroom expectations to support student conflict resolution and self control/positive decision making.</p> <p>Teachers and staff use the Student Support Tracker throughout the year to track when students didn't meet school wide behavior expectations. Staff reviewed the data from this tracker at the end of each trimester in order to better meet the needs of students that showed a pattern of disregulation.</p> <p>The ASP Coordinator will meet with the new Community School Manager every two weeks to discuss students that were in the ASP and ways to support students that had challenging behavior. The Social Worker will work with students referred by teachers.</p>	<p>Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments.</p> <p>80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.</p>	Tier 1
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3-2	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.	COST agendas and calendared SSTs and IEPs; teacher and family satisfaction, measured through feedback, with the COST team's support; Annual teacher PD making clear the COST referral process.	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 2
3-3	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.	Social Worker and CSM hired; timely calendaring of SSTs and IEPs	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 2
3-4	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 and CSM are RJ trained and students are referred to RJ when appropriate	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 1



3-5	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 is hired; social worker works with teachers to flag and support students that need increased support	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 2
3-6	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	Social worker is hired	The ICS CSM, in collaboration with the ILT, CLT and Attendance Team, will lead the work of engaging students and families in content focused workshops, increasing attendance and decreasing tardies, and creating multiple opportunities for families and community to engage in school organized events. Families at ICS will have a strong voice in decision-making and feel a sense of connectedness and trust in administrative and teacher leadership.	Tier 2

3-7	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	social worker, as well as CSM, are hired and fully funded	The ICS CSM, in collaboration with the ILT, CLT and Attendance Team, will lead the work of engaging students and families in content focused workshops, increasing attendance and decreasing tardies, and creating multiple opportunities for families and community to engage in school organized events. Families at ICS will have a strong voice in decision-making and feel a sense of connectedness and trust in administrative and teacher leadership.	Tier 2
3-8	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.	Principal and CLT will ensure that teachers have time to prepare lessons around student behavior expectations and will calendar lesson rotations in August and January.	Through weekly PDs, monthly staff meetings, staff retreats and teacher and staff coaching, teachers and staff at ICS will have a strong voice in decision-making and professional planning and feel a sense of connectedness and accountability among adults, trust in administrative and teacher leadership, and joy.	Tier 1

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>	
<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>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	<p>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.</p>	<p>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.</p>	<p>Parent workshops offered 2-3 times a year to help parents understand reading goals and data.</p>	<p>Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.</p>	Tier 1
4-2	<p>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.</p>	<p>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</p>	<p>Lesson plans and units of study</p>	<p>Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.</p>	Tier 1

4-3	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)	Cycles of inquiry that incorporate GLAD strategies throughout content areas	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 1
4-4	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.	Reading data; students will participate in recognition assemblies; SST notes and agendas	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 1

<b>CONDITIONS FOR BLACK STUDENTS (<a href="#">instructions &amp; resources</a>)</b>	
<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>	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	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.	Parent Teacher conference notes; goals set by student, parent and teachers; TSA meetings with teachers	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 2
5-2	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.	ICS Assessment Calendar with writing task calendared; students' participation in the writing task; students' joy in using and learning both/all languages.	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 1

5-3	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 participate in oral presentations in class and across grade levels; students oral vocabulary will increase as assessed on ELPAC, standards mastery.	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 1
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**  
*Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)*

<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>	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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6-1	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	Cultural Leadership Team (CLT) meets every two weeks and plans and supports the first cycle on Behavior Expectations and SEL in classrooms and across the school and thereafter plans schoolwide cultural events and supports teacher SEL. The CLT team also supports PD around new SEL curriculum adoption which this year is Sown to Grow. The CLT also shares trimester Student Tracker data with staff to discuss patterns and trends and plan next steps when needed.	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 1
6-2	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	SSS meets monthly with agenda preparation done jointly with SSC collaboration. We have one parent that is English Speaking only now represented on SSC.	Students in grades 1-5 will make one year's growth in their i-Ready English and Spanish assessment by the end of the school year and 15% of students will move from Below to Approaching by the end of the school year on the same assessments. 80% of students in Kinder will master letter names and letter sounds in Spanish by the end of the school year.	Tier 1

6-3	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.	FC and principal meet monthly and notes, responses and action steps are shared with all staff.	Through weekly PDs, monthly staff meetings, staff retreats and teacher and staff coaching, teachers and staff at ICS will have a strong voice in decision-making and professional planning and feel a sense of connectedness and accountability among adults, trust in administrative and teacher leadership, and joy.	Tier 1
6-4	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.	CLT meets to view data and look for patterns and trends and plan next steps.	Through weekly PDs, monthly staff meetings, staff retreats and teacher and staff coaching, teachers and staff at ICS will have a strong voice in decision-making and professional planning and feel a sense of connectedness and accountability among adults, trust in administrative and teacher leadership, and joy.	Tier 1



PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-1
Afterschool contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will consistently promote a Growth Mindset and Student Engagement.	186-2
Social Worker	\$102,827	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.72	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Social Worker will facilitate social skill groups	186-3
Early Literacy Tutor	\$19,997	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	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.	186-4
12-Month Community School Manager	\$76,716	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9322	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Identify students with Tier 2 needs and submit COST forms for COST team review in an effort to assign additional supports to the student.	186-5
Noon Supervisor	\$17,603	California Community Schools Partnership Program	2905	Other Classified Salaries	1764	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-6
Noon Supervisor	\$31,799	California Community Schools Partnership Program	2905	Other Classified Salaries	7795	Noon Supervisor	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-7
School supplies	\$1,058	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	All teachers will focus on developing students' vocabulary by teaching specific strategies that will be aligned across the grade levels.	186-8

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended contract for PD	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers and staff will engage in PD around trauma informed practices and implicit bias	186-9
STIP Teacher	\$102,718	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9067	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	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.	186-10
Early Literacy Tutor	\$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8002	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	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.	186-11
Early Literacy Tutor	\$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8003	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	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.	186-12
Social Worker	\$4,284	LCFF Discretionary	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.03	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Social Worker will connect families to community resources such as family therapy, low-income housing, legal aid, and immigration support	186-13
supplies	\$4,464	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will integrate more robust support with math fact practice during the school day and in homework expectations.	186-14

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copy machine maintenance	\$3,500.00	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	All teachers will focus on developing students' vocabulary by teaching specific strategies that will be aligned across the grade levels.	186-15
New Copy Machine	\$5,572	LCFF Discretionary	6400	Equipment >= \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	186-16
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$50,805	LCFF Supplemental	1105	Certificated Teachers' Salaries	55	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	CAST (Science) at or above Standard	ILT will plan PD time to bring us back to our plan for oral presentations and writing projects.	186-17
10-Month Classroom Teacher on Special Assignment (TSA)	\$134,621	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	We will provide teacher PD around the newly adopted math curriculum and discuss our instructional scope and sequence with COVID setbacks in mind.	186-18
Social Worker	\$35,704	LCFF Supplemental	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	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.	186-19
supplies	\$240	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Identify students that would benefit from intervention through Reading Partners and on-site interventionists.	186-20

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	\$38,811	Measure G, Library Support	2205	Classified Support Salaries	7589	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	186-21
Early Literacy Tutor	\$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8002	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Identify students that would benefit from intervention through Reading Partners and on-site interventionists.	186-22
Early Literacy Tutor	\$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8003	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Identify students that would benefit from intervention through Reading Partners and on-site interventionists.	186-23
Early Literacy Tutor	\$19,997	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Identify students that would benefit from intervention through Reading Partners and on-site interventionists.	186-24
extended contract for teachers for parent workshops	\$1,200	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-25
supplies for the parent center	\$780	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Social Worker will connect families to community resources such as family therapy, low-income housing, legal aid, and immigration support	186-26

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
light refreshments	\$500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math 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.	186-27
STIP Teacher	\$85,969	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6599	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	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.	186-28
Licensing Agreements	\$7,031	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will consistently promote a Growth Mindset and Student Engagement.	186-29
Art Materials	\$1,240	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-30
Mental health / SEL	\$1,240	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-31

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 186

School: International Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Recess materials (program expansion)	\$1,240	Title IV, Part A Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	186-32
Field Trip Transportation	\$1,240	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	All teachers will focus on developing students' vocabulary by teaching specific strategies that will be aligned across the grade levels.	186-33
Field Trip Admissions	\$1,240	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	All teachers will focus on developing students' vocabulary by teaching specific strategies that will be aligned across the grade levels.	186-34
Early Literacy Tutor	\$19,997	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Identify students that would benefit from intervention through Reading Partners and on-site interventionists.	186-35



## 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 of 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 ongoing 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 ongoing 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 into Spanish. Home/School texts from the Principal and teachers are automatically translated to the home language through the App, and complaint procedures are provided in additional languages. The family newsletter can be translated to the 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 must make an appointment to meet with the teacher virtually or 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, and workshop series hosted by outside organizations such as Mujeres Unidas and SSC/SELLS.



## **OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions affecting children and families and inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members on 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 creating and reviewing 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 jointly developed and adopted by ICS on August 25th, 2022, and will be in effect for August 8, 2022, through May 25, 2023.

**The school will distribute this policy to all parents on or before September 30, 2022.**

Raquel Rodriguez Jones  
**Name of Principal**

/s/Raquel Rodriguez Jones  
**Signature of Principal**

08/26/2022  
**Date**



## **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 imprimida 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 el Consejo del Plantel Escolar de ICS el 8 de agosto de 2022 y estará vigente durante el período del 8 de agosto de 2022 al miércoles 25 de mayo de 2023.

La escuela distribuirá esta política a todos los padres a más tardar el 30 de septiembre de 2022.

Raquel Rodriguez Jones  
**Nombre de la Directora**

/s/Raquel Rodriguez Jones  
**Firma de la Directora**

08/26/2022  
**Fecha**



## SCHOOL-PARENT COMPACT

2022-23

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

This School-Parent Compact is in effect for the 2022-23 school year.

### SCHOOL RESPONSIBILITIES

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
  - PBIS Tier 1 classroom supports all students
  - Tier 2 and 3 support for students as needed
  - Quality, aligned dual-language curriculum in all grades
  - Quality math curriculum in all grades
  - Teacher-created Ethnic Studies curriculum to supplement with Social Studies
  - Teacher PD time to discuss quality instruction, share best practices, collaborate, and plan
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Done each trimester
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards and assessments and how to monitor and improve their children's achievement.
  - Parent/teacher conferences each trimester
  - Regular teacher check-ins with parents

- 4) Provide parents with reasonable access to staff.
  - Parent/Teacher conferences and home visits
  - Teacher-led workshops
  - “Talking Points”
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class and observe classroom activities.
  - Teachers create clear opportunities for parent involvement and message those opportunities to parents during the back-to-school night and regular, ongoing class check-ins.
- 6) Provide parents with materials and training to help them improve their children's academic achievement.
  - Parents participate in creating and reviewing the Title 1 plan through SSC, which is held on the 2nd Wednesday of each month. SSC members vote on how to spend Title 1 money for the upcoming year. Parent leaders help create this plan for improved student academic achievement.
- 7) Educate staff members on the value of parent and family member contributions and on how to work with parents and family members as equal partners.
  - The first teacher PD cycle is always around School Culture, including parent involvement and participation. Teachers create clear opportunities for parent involvement and message those opportunities to parents during back-to-school nights and regular, ongoing class check-ins.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
  - All school meetings, assemblies, workshops, documents, fliers, and communication through text and robocalls are translated into Spanish. Home/School texts from the principal and teachers are automatically translated to the home language through the Talking Points App, and complaint procedures are provided in additional languages. The family newsletter can be translated to the home language through “Smore.”

## **TEACHER RESPONSIBILITIES**



- Be an advocate for everyone at ICS and in our surrounding community
- Communicate with families about student progress through family conferences
- Encourage students to be independent readers, writers, mathematicians, historians, and scientists
- Embed positive behavior systems and instructional support into all aspects of the Learning environment in order to ensure physical and emotional safety for all students
- provide rigorous instruction for all learners while also supporting their individual needs
- provide resources to parents and teachers that will assist in the improvement of student achievement
- support and encourage family involvement by offering family activities
- provide time and routines for students to check out books in order to complete 30min. of daily reading and a daily reading log

## PARENT RESPONSIBILITIES

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

- Volunteer in my child's classroom if possible.
- Promote positive use of my child's extracurricular time.
- 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 positively 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

## STUDENT RESPONSIBILITIES

- Allow all those around me the right to learn.
- Always do my personal best and use active listening
- Come to school rested, on time, and ready to learn
- Follow all behavior expectations; be safe, respectful, and responsible
- Know and follow school and class rules
- Read at home for 30min. daily and complete my reading log
- Work independently
- Wear my uniform daily

## **ADOPTION**

This Compact was adopted by the ICS on August 25, 2022, and will be in effect for the period August 8, 2022, to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023.

Raquel Rodriguez Jones  
**Principal Name**

/s/Raquel Rodriguez Jones  
**Signature of Principal**

08/26/2022  
**Date:**



## ACUERDO ENTRE LA ESCUELA Y LOS PADRES

2022-23

*Este acuerdo entre la escuela y la familia ha sido desarrollado conjuntamente con los padres y miembros de familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California.*

Este Acuerdo entre la escuela y los padres está vigente para el año escolar 2022-23.

### RESPONSABILIDADES DE LA ESCUELA

La escuela acepta llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1) Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los desafiantes requisitos del Estado de California. estándares académicos.
  - El aula de nivel 1 de PBIS apoya a todos los estudiantes
  - Apoyo de nivel 2 y 3 para los estudiantes según sea necesario
  - Plan de estudios bilingüe alineado y de calidad en todos los grados
  - Plan de estudios de matemáticas de calidad en todos los grados
  - Plan de estudios de estudios étnicos creado por el maestro para complementar con estudios sociales
  - maestro para analizar la instrucción de calidad , compartir las mejores prácticas, colaborar y planificar
- 2) Celebrar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.
  - Realizado cada trimestre
- 3) Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares y evaluaciones de contenido académico del estado y cómo monitorear y mejorar el rendimiento de sus hijos.

- Conferencias de padres/maestros cada trimestre
  - Controles regulares de los maestros con los padres
- 4) Proporcionar a los padres un acceso razonable al personal.
- Conferencias de padres y maestros y visitas domiciliarias
  - Talleres dirigidos por maestros
  - "Puntos de conversación"
- 5) Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos y observar las actividades del salón.
- Los maestros crean oportunidades claras para la participación de los padres y envían mensajes sobre esas oportunidades a los padres durante la noche de regreso a clases y los registros regulares y continuos de clase.
- 6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.
- Los padres participan en la creación y revisión del plan 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 mejorar el rendimiento académico de los estudiantes.
- 7) Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia y sobre cómo trabajar con los padres y miembros de la familia como socios iguales.
- El primer ciclo de desarrollo profesional de los maestros siempre gira en torno a la cultura escolar, incluida la participación y participación de los padres. Los maestros crean oportunidades claras para la participación de los padres y envían mensajes sobre esas oportunidades a los padres durante las noches de regreso a la escuela y los controles regulares y continuos de clase.
- 8) Asegure una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.
- Todas las reuniones escolares, asambleas, talleres, documentos, volantes y comunicación a través de texto y llamadas automáticas están traducidas al español. Los textos del hogar/escuela del director y los maestros se traducen automáticamente al idioma del hogar a través de la aplicación Talking Points, y

los procedimientos de queja se proporcionan en idiomas adicionales. El boletín familiar se puede traducir al idioma del hogar a través de "Smore".

## RESPONSABILIDADES DEL MAESTRO

- Ser un defensor de todos en ICS y en nuestra comunidad circundante
- Comunicarse con las familias sobre el progreso de los estudiantes a través de conferencias familiares
- Animar a los estudiantes a ser lectores, escritores, matemáticos, historiadores y científicos independientes
- Incorporar sistemas de comportamiento positivo y apoyo instructivo en todos los aspectos del
- Entorno de aprendizaje con el fin de garantizar la seguridad física y emocional de todos los estudiantes
- Brindar instrucción rigurosa para todos los alumnos y al mismo tiempo apoyar sus necesidades individuales
- Brindar recursos a los padres y maestros que ayuden a mejorar el
- rendimiento
- Apoyar y alentar la participación familiar al ofrecer actividades familiares
- Proporcionar tiempo y rutinas para que los estudiantes saquen libros para completar 30min. de lectura diaria y un registro diario de lectura

## RESPONSABILIDADES DE LOS PADRES

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Voluntario en el salón de clases de mi hijo si es posible.
- Promover el uso positivo del tiempo extracurricular de mi hijo.
- Recuerde que soy el primer y más importante maestro de mi hijo Me aseguro de que mi hijo asista a la escuela a tiempo todos los días y duerma lo suficiente (8 a 10 horas)
- Escuchar y discutir con mi hijo los eventos del día escolar
- Hacer un esfuerzo para asistir a las actividades escolares y ser voluntario en la escuela
- Hacer un uso positivo del tiempo extracurricular
- Participar, según corresponda, en las decisiones relacionadas con la educación de mis hijos
- Proporcionar un lugar tranquilo para aprender en casa.
- Hacer todo lo posible para llevar a mi hijo a la biblioteca pública para que saque libros de gran interés
- Apoyar a la escuela en sus esfuerzos para ayudar a mi hijo a aprender a resolver conflictos de manera positiva y comprender las consecuencias de sus acciones.
- Conocer las reglas de la escuela y del salón de clases y asegurarme de que mi niño las cumple

- Asegurar que mi hijo use su uniforme todos los días

## RESPONSABILIDADES DEL ESTUDIANTE

- Permitir a todos los que me rodean el derecho a aprender
- Siempre dar lo mejor de mí mismo y usar la escucha activa
- Venir a la escuela descansado, a tiempo y listo para aprender
- Seguir todas las expectativas de comportamiento; sea seguro, respetuoso y responsable.
- Conozca y siga las reglas de la escuela y la clase
- Lea en casa durante 30 minutos. diariamente y completar mi registro de lectura
- Trabajar de forma independiente
- Usar mi uniforme todos los días

## ADOPCIÓN

Este Acuerdo fue adoptado por el ICS el 2022de y estará en vigencia durante el período del 8 de agosto de 2022 al 25 de mayo de 2023.

La escuela distribuirá el Acuerdo para todos los padres y familiares de estudiantes que participan en el programa Título I, Parte A el 30 de septiembre de 2023 o antes.

Raquel Rodriguez Jones  
**Nombre de la directora**

/s/Raquel Rodriguez Jones  
**Firma de la directora**

08/26/2022

**Fecha:**



Strategic Resource Planning (SRP)

# INTERNATIONAL COMMUNITY SCHOOL (ICS)

## School Site Council Membership Roster

**2022-2023**

### SSC - Officers

Chairperson:	Mara McMillan
Vice Chairperson:	Vianey Hernandez
Secretary:	Raquel Jones Rodriguez

### 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?)
1 Raquel Jones	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1 Giannina Briceno	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Cynthia Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1 Carolina Equihua-Cerda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1 Zulma Beltran	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1 Vianey Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Veronica Serna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Karina Najera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Mara McMillan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Patricia Maciel	<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):**

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

