

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	24-1838
Introduction Date	8/14/24
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for International Community School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 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)**

- 2024-2025 School Plan for Student Achievement (SPSA) for International Community School



**2024-25 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      | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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 § 6500.
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:** 4/24/2024

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

- Flyers in students’ home languages       Announcement at a public meeting       Other (notices, ParentSquare blasts, etc.)

**Signatures:**

Raquel Jones Principal	<i>Raquel Jones</i> Signature	5/4/2024 Date
Mara McMillan SSC Chairperson	<i>Mara McMillan</i> Signature	5/7/2024 Date
Sabrina Moore Network Superintendent	<i>Dr. Sabrina Moore</i> Signature	5/9/24 Date
Lisa Spielman Director, Strategic Resource Planning	<i>Lisa Spielman</i> Signature	5/9/24 Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/8/23	Parent Meeting	Review of SPSA Priorities and Goals at our Title I Parent Meeting
9/27/2023	SSC	Review of SPCA Priorities and Goals in regards to reading
10/29/2023	SSC	Review of SPSA Priorities and Goals in preparation of the SSC listening campaign
12/1/2023	Parent Leader Meeting	Reviewed SPCA goals with parents in preparation of sharing of budget information
12/11/2023	School staff meeting	Shared budget one pager and implications for hiring/SPSA goals
12/14/2023	ILT	Discussed budget one pager and potential implications for hiring/SPSA goals
1/8/2024	Staff	Shared budget one pager and implications for hiring/SPSA goals as well as staff priorities for 24-25 school year.
1/11/2024	ILT	Updated ILT as to budget revisions and hiring possibilities, discussed priorities goals of SPSA
1/25/2024	ILT	Continued discussion about budget and school hiring priorities and SPSA Goals
1/31/2024	SSC	Shared budget one pager and implications for hiring/SPSA goals as well as staff priorities for 24-25 school year. Asked parent leaders what their priorities are for next year.

## 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.

### **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,230.00
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	\$801,765.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$98,640	LCFF Discretionary (General Purpose Discretionary #0000)	\$14,800
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,740	LCFF Supplemental (LCFF Supplemental #0002)	\$191,025
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$6,850	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$305,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$50,227
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$108,230</b>		<b>\$693,535</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$801,765.00</b>
--	---------------------

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: International Community School</b>		<b>School ID: 186</b>
<b>CDS Code: 1612596118616</b>	<b>SSC Approval Date: 4/24/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):  
 • Additional Targeted Support & Improvement for the following groups: Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

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.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.4%	1.1%	90.3%	0.0%	3.2%	12.2%	93.2%	81.7%	1.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.6%	1.4%	1.1%	1.1%	0.4%	0.4%	89.6%	8.6%	95.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	Students in grades 1-5 will make at least one year's growth in their iReady Reading in English and Spanish and iReady Math assessments by the end of the school year. At least 15% of students will accelerate their growth by one and a half years. We will prioritize accelerating students' growth from Below to Approaching by the end of the school year on the same assessments. 85% of students in Kinder will master letter names and letter sounds in Spanish by December.
<b>Identified School Need:</b>	Continued support by central office and school's TSA in coaching literacy tutors, using data to form groups, meet with classroom teachers with extra support given to new teachers to strengthen foundational skills instruction, backwards plan Benchmark modules and incorporate SEAL strategies.



<b>Early Literacy Measures &amp; Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	N/A	not available until fall 2024	not available until fall 2025	N/A
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	N/A	not available until fall 2024	not available until fall 2025	N/A
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	53.5%	not available until fall 2024	not available until fall 2025	68.5%
<b>English Language Arts Measures &amp; Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC ELA Distance from Standard Met	All Students	-86.9	not available until fall 2024	not available until fall 2025	-72.9
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	41.4%	not available until fall 2024	not available until fall 2025	56.4%
<b>Mathematics/Science Measures &amp; Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC Math Distance from Standard Met	All Students	-92.8	not available until fall 2024	not available until fall 2025	-77.8
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	5.3%	not available until fall 2024	not available until fall 2025	20.3%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.9%	not available until fall 2024	not available until fall 2025	23.9%

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

**School Goal:** Through teacher focus on language supports, student discourse, student engagement, growth mindset and productive struggle, teachers will increase student engagement and student talk across disciplines with a focus on our newcomers and RSP students. RSP students' SBAC Distance from Standard Met scores will decrease by 10%. Our ELL reclassification rate will increase by 10% by the end of the year.

<b>Identified School Need:</b>	Continue to build teacher and student capacity to engage individually and collaboratively in solving math problems, discuss and build on ideas when discussing evidence from the text, and construct a learner stance.
--------------------------------	--

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-135.7	not available until fall 2024	not available until fall 2025	-125.7
SBAC ELA Distance from Standard Met	English Learners	-119.8	not available until fall 2024	not available until fall 2025	-104.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	70.0%	not available until fall 2024	not available until fall 2025	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-148.6	not available until fall 2024	not available until fall 2025	-138.6
SBAC Math Distance from Standard Met	English Learners	-119.8	not available until fall 2024	not available until fall 2025	-104.80

**Reclassification Measures & Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	10.5%	not available until fall 2024	not available until fall 2025	20.5%
LTEL Reclassification	Long-Term English Learners	33.3%	not available until fall 2024	not available until fall 2025	43.3%

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

<b>School Goal:</b>	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. Student and family physical and emotional safety will be measured on the CHKS Survey and Sown To Grow data.
---------------------	--

<b>Identified School Need:</b>	Decreasing chronic absences and increasing attendance; increasing engaging students and families in content focused workshops.
--------------------------------	--

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	0.0%	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	60.0%	not available until fall 2024	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	100.0%	not available until fall 2024	not available until fall 2025	46.7%

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

<b>School Goal:</b>	Through weekly PDs and PLCs, 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 administration, teacher leadership, and joy.
<b>Identified School Need:</b>	Needed is more flexibility in our school PD system to allow for not only grade level teachers to meet but PLCs that support collaboration along language, content, and grade level.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	82.7%	not available until fall 2024	not available until fall 2025	90.0%

<b>1C: STRENGTHS &amp; CHALLENGES</b>		
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<p><i>Students in grades 1-5 will make at least one year's growth in their iReady Reading in English and Spanish and iReady Math assessments by the end of the school year. At least 15% of students will accelerate their growth by one and a half years. We will prioritize accelerating students' growth from Below to Approaching by the end of the school year on the same assessments.</i></p> <p><i>85% of students in Kinder will master letter names and letter sounds in Spanish by December.</i></p>	<p><i>5.6% increase of students moving from below to approaching from beginning to midyear as measured on the i-Ready English reading assessment.</i></p> <p><i>35% Spanish letter sounds mastered in kindergarten by January 2024</i></p> <p><i>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. Teachers using foundational literacy curriculum with fidelity and consistency.</i></p>
LCAP Goal 2:	<p><i>Through teacher focus on language supports, student discourse, student engagement, growth mindset and productive struggle, teachers will increase student engagement and student talk across disciplines with a focus on our newcomers and RSP students. RSP students' SBAC Distance from Standard Met scores will decrease by 10%. Our ELL reclassification rate will increase by 10% by the end of the year.</i></p>	<p><i>Small increase from 35% to 37% of students in 1 grade level below in math. Slight decrease in the percentage of students in 2-3 grade levels below from beginning to midyear, from 57.7% to 51.4%, in math.</i></p> <p><i>Strength: Growing teacher comfort with the new math curriculum including the use of data in forming small group math intervention based on the i-Ready math diagnostic.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>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. Student and family physical and emotional safety will be measured on the CHKS Survey and Sown To Grow data.</i></p>	<p><i>92% absence rate in December 2023, use of incentives creating student excitement about attendance. CSM has facilitated some attendance workshops for parents and co facilitated with the attendance clerk and MTSS coordinator a SART with families of students to improve attendance.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Through weekly PDs and PLCs, 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 administration, teacher leadership, and joy.</i></p>	<p>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</p> <p>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;</p>

Goal Area:	School Goal:	Challenge
<p><i>LCAP Goal 1:</i></p>	<p><i>Students in grades 1-5 will make at least one year's growth in their iReady Reading in English and Spanish and iReady Math assessments by the end of the school year. At least 15% of students will accelerate their growth by one and a half years. We will prioritize accelerating students' growth from Below to Approaching by the end of the school year on the same assessments. 85% of students in Kinder will master letter names and letter sounds in Spanish by December.</i></p>	<p>Students are struggling in English vocabulary and comprehension in grades 2-5.</p> <p>Students in second grade are in their first year focused on English reading.</p> <p>Higher teacher turn over has led to an increase in the number of new to teaching (4) or new to ICS teachers (1).</p> <p>Although there is an attempt to focus on language across content at all staff PDs schoolwide systems are not strong when monitoring and supporting the learning and implementation in classrooms.</p> <p>The purchase of Imagine Learning en Español with federal funds adds a much needed Spanish Language Development resource for all our ICS that can be used in class and after school as homework. There is not another Spanish language development resource available.</p> <p>The use of federal funds to help pay for our social worker helps meet students' and families' basic needs so that students are more ready to learn.</p>
<p><i>LCAP Goal 2:</i></p>	<p><i>Through teacher focus on language supports, student discourse, student engagement, growth mindset and productive struggle, teachers will increase student engagement and student talk across disciplines with a focus on our newcomers and RSP students. RSP students' SBAC Distance from Standard Met scores will decrease by 10%. Our ELL reclassification rate will increase by 10% by the end of the year.</i></p>	<p><i>Lack of a Math TSA makes it challenging to participate in the district's Math Coaching Collaborative.</i></p> <p><i>We continue to work on increasing student agency and student talk but increase in these areas is slow.</i></p> <p><i>Very slow increase in students moving from below to grade level on the i-Ready math diagnostic. More students did not take the mid year diagnostic than the BoY diagnostic.</i></p> <p><i>Our students with disabilities show an increase in chronic absentism.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>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. Student and family physical and emotional safety will be measured on the CHKS Survey and Sown To Grow data.</i></p>	<p><i>Digital outreach is not successful when sharing information about attendance or inviting families to events. The CSM's lack of experience in contacting parents face to face makes parent outreach a challenge.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Through weekly PDs and PLCs, 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 administration, teacher leadership, and joy.</i></p>	<p><i>Increased teacher turn over and newer teachers as well as decreased time for teacher PD has increased sense of disconnectedness. The second year principal has increased some tension and stress on staff.</i></p>

<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	Special Education Students	52.5%	not available until fall 2024	not available until fall 2025	26.7%



**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** International Community School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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.**

Implementation: ILT is planning and implementing teacher PD; The first of 3 anti-racist PDs has occurred for full staff with a follow up anti-racist PD and staff discussion planned for March; the Attendance Team is meeting regularly with support from the MTSS coordinator; a Mam speaking parent liaison is in the process of being hired.

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

Teacher feedback for most PDs is positive with the exception of veteran staff sharing that they would like more differentiated PD to push their learning; Systems to monitor and support learning and implementation after teacher PDs is weak but improving, more strengthening of these systems by administrator and TSA need to continue; Attendance is meeting our goal and a SART has been held as well as the continuation of student incentives;

**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.**

Systems to monitor and support increased rigor and the implementation of learning and strategies from teacher PD needs to be strengthened in 24-25, the work to increase the efficacy will be found under Strategies and Activities.

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Fieldtrip- Mosaic Title I	ELL Reclassification	Field trips engage students in learning and support student and family connectedness to school.	Field trips give students and families access to content and engage students in their learning. This year federal funds will have supported about our 4th graders field trips.	We will continue to use funds to pay for field trip admissions next year.

Parent Center Supplies and Materials	Student Connectedness to School	Some materials, such as plates, utensils, a projector, have been ordered for the parent center but the purchase or and delivery of these items is slow.	The parent center is not yet as welcoming a location as we want for parents to come to get resources, answers to questions, and feel invited to and a part of the ICS community. So far this year we have had a total attendance of over 60 parents at parent meetings .	We will not be using Title I funds for parent center supplies next year.
Light Refreshments	Student Connectedness to School	Light refreshments served at school events for parents and families.	serving coffee and baked goods helps parents feel welcome to school meetings, so far this year we have had a total attendance of over 60 parents at parent meetings hosted by the Parent Center	We will continue this next year.
STIP 1.0 FTE	SBAC Math Distance from Standard Met	Although there was a slow start the STIP sub is now working with individual and small groups of students for math intervention.	Teachers feel that it is helpful to have another adult to support students farthest from benchmark in math. the math tutor is working with about 40 students per week.	We will not continue this work next year with a STIP sub due to lack of funds.
Licensing Agreement - Imagine Learning	Reading Inventory (RI) Multiple Years Below Grade Level	We have purchased Imagine Learning en Espanol for all ICS students to support their Spanish literacy.	Students enjoy using Imagine Learning en Espanol in class. It's too soon to know if this is helping to improve students' Spanish literacy learning.	The Imagine Learning en Espanol licences will not expire until end of next school year, in 2025
Up to \$6200	Student Connectedness to School	Art materials support teachers in building community, student engagement, assess student learning and support SEL instruction.	Access to art materials supports student engagement and joy.	We will continue this next year.
Peace Corners - Title IV	Student Connectedness to School	Builds community and supports student engagement	SEL materials are used to stock teacher's Calm Corners, 13 out of 13 classrooms have Calm Corners.	We will not be using Title IV funds for SEL supplies next year.
materials and Supplies - Title IV	Student Connectedness to School	Students need balls and other yard materials to play with during recesses	Students enjoy using balls and other yard materials during recess	We will continue to use funds to purchase yard materials next year.

Fieldtrip Transportation - Title IV	ELL Reclassification	Field trips engage students in learning and support student and family connectedness to school.	BART, AC Transit and private buses are paid for from these funds to give students and families access to field trips. This year, about 200 students have used BART tickets for a field trip.	We will continue to use funds to pay for field trip transportation next year.
Fieldtrip- Mosaic Title IV	ELL Reclassification	Field trips engage students in learning and support student and family connectedness to school.	Field trips give students and families access to content and engage students in their learning. This year federal funds will have supported about 250 students going on field trips.	We will continue to use funds to pay for field trip admissions next year.

**2024-25 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.**

**School Goal:**

Students in grades 1-5 will make at least one year's growth in their iReady Reading in English and Spanish and iReady Math assessments by the end of the school year. At least 15% of students will accelerate their growth by one and a half years. We will prioritize accelerating students' growth from Below to Approaching by the end of the school year on the same assessments.  
85% of students in Kinder will master letter names and letter sounds in Spanish by December.

**Identified Need:**

Continued support by central office and school's TSA in coaching literacy tutors, using data to form groups, meet with classroom teachers with extra support given to new teachers to strengthen foundational skills instruction, backwards plan Benchmark modules and incorporate SEAL strategies.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-3	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-4	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic	Tier 1 : Universal
1-5	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal

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

**School Goal:** Through teacher focus on language supports, student discourse, student engagement, growth mindset and productive struggle, teachers will increase student engagement and student talk across disciplines with a focus on our newcomers and RSP students. RSP students' SBAC Distance from Standard Met scores will decrease by 10%. Our ELL reclassification rate will increase by 10% by the end of the year.

**Identified Need:** Continue to build teacher and student capacity to engage individually and collaboratively in solving math problems, discuss and build on ideas when discussing evidence from the text, and construct a learner stance.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal
2-2	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic	Tier 1 : Universal
2-3	TSA and teachers will use the iReady diagnostic and curriculum embedded assessments to guide small group instruction to accelerate math learning. Math tutors will use the same data and iReady support lessons to accelerate math learning of students in small groups.	All Students	Academic	Tier 2 - Supplemental
2-4	For our students with disabilities, teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed. We will also focus on improving the communication around attendance with the families of our SWD and include incentives for improving attendance.	Special Ed Students	Academic	Tier 2 - Supplemental

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

**School Goal:** 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. Student and family physical and emotional safety will be measured on the CHKS Survey and Sown To Grow data.

<b>Identified Need:</b>		Decreasing chronic absences and increasing attendance; increasing engaging students and families in content focused workshops.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal
3-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers lead Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Out of School Suspensions: Site leaders will attend all IEP meetings for students with behavior intervention plans. Special Educators and site leaders will access behavioral consultation support where site-based efforts have not produced desired results in reducing behaviors of concern.	Special Education Students	Behavioral	Tier 2 - Supplemental
3-5	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-6	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	All Students	SEL / Mental Health	Tier 1 - Universal

3-7	Chronic Absenteeism: Engage parents of RSP students through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teachers and RSP teacher to support their children at home.	Special Education Students	Academic	Tier 2 - Supplemental
-----	---	----------------------------	----------	-----------------------

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

**School Goal:** Through weekly PDs and PLCs, 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 administration, teacher leadership, and joy.

**Identified Need:** Needed is more flexibility in our school PD system to allow for not only grade level teachers to meet but PLCs that support collaboration along language, content, and grade level.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Behavioral	Tier 1 - Universal
4-3	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal

4-5	Continue distributed leadership through participation in leadership roles for our veteran teachers, including ILT, CLT and facilitating PD.	All Students	Academic	Tier 1 - Universal
4-6	PD will be differentiated so that teachers at different levels of experience receive support to grow in their craft, especially in the areas of Language Arts.	All Students	Academic	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	Academic	Tier 1 - Universal
5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-3	Create affinity group for AA families and families to increase communication and school engagement and decrease absences.	African American	Academic	Tier 2 - Supplemental

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS** [\*Stages of ELD Implementation Self-Assessment\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	All Students	Academic	Tier 1 - Universal
6-2	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums	All Students	Academic	Tier 1 - Universal
6-3	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 : Universal



PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$3,500	LCFF Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	
4310 - Materials and Supplies	\$11,300	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	186-2
4310 - Materials and Supplies	\$3,810	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	186-3
Teacher Education Enhancement	\$38,234	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	186-4
TSA Classroom 10Mos	\$148,980	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9667	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	TSA and teachers will use the iReady diagnostic and curriculum embedded assessments to guide small group instruction to accelerate math learning. Math tutors will use the same data and iReady support lessons to accelerate math learning of students in small groups.	186-5
5846 - Licensing Agreements	\$3,639	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	186-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Social Worker	\$95,001	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.65	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	186-7
4311 - Meeting Refreshments	\$400	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Chronic Absenteeism	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	
2422 - Translation for Parent Mtgs	\$420	Title I, Part A Parent & Family Engagement	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	186-9
2422 - childcare for parent engagement	\$420	Title I, Part A Parent & Family Engagement	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Multiple Years Below Grade Level	TSA and teachers will use the iReady diagnostic and curriculum embedded assessments to guide small group instruction to accelerate math learning. Math tutors will use the same data and iReady support lessons to accelerate math learning ofr students in small groups.	186-10

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$1,500	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	186-11
4314 - student incentives	\$69	Title IV, Part A Student Support & Academic Enrichment	4314	Student Incentives	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	186-12
5829 - Admission Fees	\$2,021	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 in joyful schools.	ELL Reclassification	Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	186-13
4310 - materials for recess	\$2,021	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	186-14
5826 - Field trip transportation	\$2,740	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 in joyful schools.	ELL Reclassification	Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	186-15
5825 - Consultants	\$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 in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	186-16

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$107,483	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 in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	186-17
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	186-18
5826 - Field trip transportation	\$5,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	ELL Reclassification	Establish time for designated ELD in daily schedule for all ELL students TK-5	186-19
5829 - Admission	\$10,411	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	ELL Reclassification	Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	186-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$22,171	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	55	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	186-21
Social Worker	\$51,155	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	186-22
Liaison Family Parent Bil	\$56,277	California Community Schools Partnership Program	2405	Clerical Salaries	9948	Family/Parent Liaison, Bilingual	0.5	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	186-23
Teacher Education Enhancement	\$63,724	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	186-24
Prog Mgr Community Schools11	\$96,264	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New	11-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	186-25

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials for VAPA programs	\$5,885	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums	186-26
Teacher Education Enhancement	\$44,342	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	55	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	186-27
Library Technician	\$34,506	Measure G, Library Support	2205	Classified Support Salaries	7589	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	186-28



## **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.

### **International Community School**

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

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

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

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

- Providing parent conferences
- Providing parent workshops
- Providing events like Back to School Night, Academic Milestone, and information on local events and resources for families

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:

- Providing opportunities for staff and families to support the success of their child(ren) in school through engagement. Home visits, SST meetings, Parent Conferences, and check ins with families on a regular basis can all contribute to meaningful partnership.

#### **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.

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

- Sharing information with families via Parent Square, School bulletin board that is present during arrival and dismissal, teacher communication, and staff communication with families.
- Family Handbook

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:

- Family Handbook
- Sharing information with families via Parent Square, School bulletin board that is present during arrival and dismissal, teacher communication, and staff communication with families.

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 by:

- Sharing information with families via Parent Square, School bulletin board that is present during arrival and dismissal, teacher communication, and staff communication with families.
- Main office bulletin board
- Parent center bulletin board

### **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 by:

- Reaching out directly to families
- Providing information on Parent Square

### **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:

- Providing resources and materials to families to use at home

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

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

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

- Weekly Professional Development to teachers and staff
- Monthly staff meetings

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 by:

- Monthly Coffee with the Principal
- Monthly Parent Leadership Meeting
- Monthly SSC Meeting

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 by:

- Monthly SSC Meeting
- Parent Square messages
- Bulletin board messages

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Monthly Coffee with the Principal
- Monthly Parent Leadership Meeting
- Monthly SSC Meeting

The school provides support for parent and family engagement activities requested by parents by:

- Providing an open and welcoming environment for families to share their ideas
- Inviting families to monthly meetings to share their ideas (Coffee with the Principal, Parent Leadership Meeting, SSC Meeting)

- Providing space and resources for requested activities

**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:

- ICS Parent Center
- Offering parent workshops and events
- Sharing local events and opportunities to families
- Providing family resources

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

**ADOPTION**

This policy was jointly developed and adopted by **International Community School** on August 31, 2023 Title I Annual Meeting and will be in effect for the period August 7, 2023 through May 26, 2023.

The school will distribute this policy to all parents on or before September 30, 2023, of the current school year.

Raquel Rodriguez Jones	<i>Raquel Rodriguez Jones</i>	8/31/2023
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

[School-Parent Compact](#)



# International Community School

## School-Parent-Student Compact

**2023-24**

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

*This School-Parent-Student Compact is in effect for the 2023-24 school year.*

### **SCHOOL RESPONSIBILITIES**

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
  - a) Every day and in every classroom, teachers implement:
    - i) Social Emotional Learning curriculum Caring School Community and Sown to Grow
    - ii) The district adopted curriculum in content areas: math, literacy, science, social studies.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - a) At the beginning of the year at Back to School Night and throughout the year at Parent-teacher conferences
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- a) Teachers schedule to meet with parents three times a year; Offer parent workshops throughout the year
- 4) Provide parents reasonable access to staff.
  - a) Teachers and school staff are available to meet with parents before and after school, please contact your child’s teacher or the school staff member to arrange a time to meet.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
  - a) Volunteer opportunities vary by teacher, please contact your child’s teacher to volunteer; all volunteers need a recent TB test result submitted to the school office and also need to fill out a form that is available online and in the ICS Parent Center, please see Paloma Salazar.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) Parent workshops are offered throughout the year through the Parent Center and through your child’s teacher; a calendar will be shared with the community.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
  - a) All teachers have been or will be trained in Home School Visits; teachers are supported in working with families as equal partners by veteran teachers and coaches.
- 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.
  - a) Teachers send home messages using WhatsApp or Parent Square; the school send home messages on Parent Square

## **PARENT RESPONSIBILITIES**

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

- 1) Volunteer in my child’s classroom if possible. *[required]*
- 2) Participate in decisions related to the education of my child by attending Back to School Night, Parent-Teacher conferences, school wide events when possible and attending SSTs and IEPs if necessary.

- 3) Promote positive use of my child’s extracurricular time. All students read for homework, please see your child’s teacher for the number of minutes your child should be reading at home every day.
- 4) [ICS DL Family and Teacher Commitments](#)

**TEACHER RESPONSIBILITIES**

- 1) [ICS DL Family and Teacher Commitments](#)

**STUDENT RESPONSIBILITIES**

- 1) *Commit to using the ICS Core Values every day: Be Safe, Be Respectful, Be Responsible*

This Compact was adopted by International Community School on August 31st, 2023 and will be in effect for the period of August 1, 2023 to May 31, 2024.

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<sup>th</sup>** of this current school year.

Raquel Rodríguez Jones	<i>Raquel Rodríguez Jones</i>	Aug 31, 2023
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

The [Parent and Family Engagement Policy](#) is linked to this document.



Strategic Resource Planning (SRP)

## INTERNATIONAL COMMUNITY SCHOOL (ICS)

### School Site Council Membership Roster

2023-2024

### SSC - Officers

Chairperson:	Mara McMillian
Vice Chairperson:	Vianey Hernandez
Secretary:	Cynthia Lopez

### 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"/>	--
0	Giannina Briceno	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1	Cynthia Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Yahaira Alfaro	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Zulma Beltran	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
1	Mara McMillan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
0	Yadira Luna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
0	Patricia Maciel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	Sasha Ritzie-Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	Vianey Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Last Wednesday of Every Month at 4:00 PM
---	--

**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members