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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for International Community School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for International Community School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for International Community School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: International Community School
CDS Code: 1612596118616
Principal: Raquel Jones
Date of this revision: 5/14/25

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

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

Contact: Raquel Jones	Position: Principal
Address: 2825 International Boulevard Oakland, CA 94601	Telephone: 510-532-5400 Email: raquel.jones@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: International Community School

Site Number: 186

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/14/2025

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

Raquel Jones

Signature

5/14/2025

Date

Sasha Ritzie-Hernandez

SSC Chairperson

Sasha Ritzie-Hernandez

Signature

5/14/2025

Date

SELLS Representative (optional)

Signature

Date

Sabrina Moore

Network Superintendent

Sabrina Moore

Signature

5/28/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/28/2025

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2024	ICS Staff	Review of SPSA process and deadlines as well as budget update
12/11/2024	SSC	Budget update
1/6/2025	ICS Staff	Budget Update and Staf Prioritazation of 25-26 Budget
1/8/2025	SSC	Discussion of 25-26 Budget and discussion of staffing prioritization for 25-26
1/23/2025	SELLS	Review of SPSA and Title 1 Expenditures, discussion of SPSA priorities for 25-26
1/28/2023	OUSD SEAL Coach	Discussion about ensuring that the SEAL PD and instructional practices are included in the SPSA
2/13/2025	ILT	Review and discussion of alignment between SPSA and SEAL goals
5/14/2025	SSC	Review, discussion and approval of SPSA by SSC

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

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

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$104,710.01
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$825,273.22

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$101,880
Title I, Part A Parent & Family Engagement (#3010)	\$2,830
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$104,710

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$825,273.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$28,600
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$355,000
Proposition 28 (Arts & Music in Schools #6770)	\$53,930
SUBTOTAL OF STATE & LOCAL FUNDING:	\$720,563

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: International Community School		School ID: 186
CDS Code: 1612596118616	SSC Approval Date:	Board Approval Date:
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.

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, 2023-24

% 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.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas including SEAL framework to support implementation.

Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	N/A	N/A	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	N/A	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%	65.1%	not available until fall 2025	68.5%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-86.9	-78.6	not available until fall 2025	-72.9
SBAC ELA Participation	All Students	97.8%	99.2%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	41.4%	46.5%	not available until fall 2025	56.4%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC Math Distance from Standard Met	All Students	-92.8	-107.7	not available until fall 2025	-77.8
SBAC Math Participation	All Students	89.7%	89.7%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	5.3%	6.5%	not available until fall 2025	20.3%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.9%	8.3%	not available until fall 2025	23.9%
California Science Test (CAST) Participation	All Students	100.0%	98.0%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly - implementation of SEAL resources & SEAL Anchor Strategies

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	-147.3	not available until fall 2025	-72.9
SBAC ELA Distance from Standard Met	English Learners	-119.8	-126.4	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%	80.8%	not available until fall 2025	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-148.6	-166.7	not available until fall 2025	-77.8
SBAC Math Distance from Standard Met	English Learners	-119.8	-131.9	not available until fall 2025	-104.8

Reclassification Measures & Targets **Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	10.5%	8.7%	not available until fall 2025	20.5%
LTEL Reclassification	Long-Term English Learners	33.3%	0.0%	not available until fall 2025	43.3%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	48.6%	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.0%	0.3%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.9%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	60.0%	30.0%	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	100.0%	66.7%	not available until fall 2025	46.7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
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%	83.3%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> -Teachers math instruction more closely follows district pacing guide -Single math intervention tutor working with 41 students -32 students met their iReady Math stretch growth at midyear diagnostic and 7 students have met their stretch growth at midyear -Experienced TSA coordinating literacy tutors 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. -Two literacy tutors working with small group for intervention, one tutor in English and the other in Spanish -One math tutor working with small groups for intervention, focusing on students two years below grade level as measured by the iReady Math Diagnostic. -For English reading iReady from Boy to MoY students at grade level moved from 8% to 13% so we had a growth of 5% -For English reading iReady At the BoY we had 22% approaching grade level and at the MoY we had 29% approaching -In Math, we had 4% on grade level and 29% approaching and at the Moy we had 6% on grade level and 39% approaching. -For Spanish reading 12% of students moved out of Far Below and students at Approaching increased by 9%. -In Spanish reading our students improved by 2.8% in Approaching from Moy last year to MoY this year. -New to ICS this year is a collaboration with the Sobrato Early Academic Language Program and ELLMA, leadership and all teachers are attending PDs to implement SEAL strategies in all classrooms and leadership incorporating SEAL strategies in PDs, modeling SEAL strategies, monitoring and supporting the implementation of the SEAL strategies. 95-100% of grade levels implemented SEAL Anchor Strategies within Benchmark time 100% of teachers attended SEAL PD & Webinars to improve instruction for students 75% of students engage during chants/songs

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<ul style="list-style-type: none"> <i>-AA students met or exceeded their mid year iReady reading and math growth at MoY.</i> <i>-Students with IEPs, 63.3% met or exceeded their MoY 40% progress goal in iReady Reading.</i> <i>-Students with IEPs, 67.6% of students met or exceeded their MoY 40% progress in iReady Math.</i> <i>-Stretch Growth: 43.3% of students with IEPs met their 40% stretch growth on the iReady Reading diagnostic.</i> <i>-Stretch Growth: 38.2% of students with IEPs met their 40% stretch growth on the iReady Math Diagnostic.</i> <i>-Newcomers: N3, 83.3% met their 40% midyear typical growth in iReady Reading</i>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p><i>-92.8% daily attendance rate as of January 2025, use of incentives creating student excitement about attendance. CSM has facilitated attendance workshops for parents and reached out to families of students with chronic absences to discuss root causes and find ways to support families and students to improve attendance.</i></p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>-As measured through PD feedback forms staff average of satisfaction is 4 out of 5, 5 being highest satisfaction</i></p> <p><i>-Strong relationships between the family, student, and teacher leads to clear communication and collaboration around student goal-setting</i></p> <p><i>-Change in PD and PLC structure this year allows the staff to meet not only in grade level teams but also in content teams allowing for increased collaboration and alignment</i></p> <p><i>-ILT has representation by Principal as well as 4th grade, 2nd grade, the Language Arts TSA and the Newcomer TSA and is being supported by MTSS SWIFT and the Central Office to improve MTSS</i></p> <p><i>-CLT has representation by Principal as well as 4th grade, 3rd grade, TK, the social worker and the CSM and is being supported by MTSS SWIFT and the Central Office to improve MTSS</i></p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> -The Spanish Language Arts Literacy tutor began working in late December -We only have one math tutor working with students -New teachers at one grade level, two veteran teachers new to ICS this year <p>Only four teacher lead learners attended all SEAL engagements and didn't have enough time to present to sites.</p> <p>Chants/Songs strategy took more practice for teacher implementation & buy in</p> <p>Although PLC time is being used to prep for the SEAL Signaure Unit it is challenging to find ample time for practice, reflection, and prep of SEAL resources.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> -Very small number of AA students and staff causes some feeling of isolation by our AA students and families

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>-High level of absences due to illness</p> <p>-Many families taking time off for travel, most students complete their Independent Studies packets, some students out past the 14 day limit</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>-Minimum days for report card preparation and report card conferences interrupt staff PD schedule</p> <p>-Some staff have PDs off site with their own cohorts: TK, Social Worker, STEM Teacher, RSP Teacher, which slightly decreases collaboration and cohesiveness staff-wide</p> <p>-The issues of school mergers, consolidations and decreasing school budget causes a lot of stress and uncertainty and takes up a lot of time that otherwise would be focused on instruction and collaboration</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: International Community School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

We are utilizing small group intervention in ELA, SLA, foundational literacy and math. Our PE teacher resigned from the district and we were not able to find another so we lost one of our teacher preps which negatively impacted teacher planning and collaboration. We only received one math tutor from the district this year so the implementation of intervention groups was not as robust as we had hoped. We plan to continue to utilize math tutors next year in grades 3-5 and hope that we receive two math tutors. We also hope to hire a math tutor to work with students in the lower grades. The staff decided to fully implement Caring School Community but not Sown to Grow because of lack of time and issues around the amount of screen time students are exposed to at school. We will revisit this decision next year. This year we began learning about and implementing SEAL strategies to increase student access to curriculum and engagement with curriculum.

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

Teacher implementation of SEAL strategies is high across grade levels. We will continue to participate in the SEAL DL Cohort next year (Y2) and begin thematic planning at the end of the 24-25 school year and through the summer and next year.

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 are funding teacher collaboration and planning time out of a different fund and increasing the amount of \$ for this because we foresee that teachers will need more collaboration and planning time to prepare for SEAL thematic units. This will result in increase student access and engagement.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
5846 - Licensing Agreements	Licensing Agreement: Lexia	ELL Reclassification	Students have access to English language development online to use in class and at home.	Students like it, students speak into the program and the program corrects their answers right away, teachers are using it in class.	Unsure if we can afford this next year, the cost will be more expensive
Social Worker	Social Worker 0.65 FTE	Student Connectedness to School	Support students' well being, emotional health and social relationships, helping them to be more ready for learning.	SW is working with over 50 students this year, so far. We are in the process of assessing our Tiered response to behavior, SEL and mental health and noting that we need more universal, Tier I, supports next year and to strengthen and clarify the systems that we already have in place.	We will continue to fund this position with possible changes in how the social worker works with students next year to support all students SEL instruction.

4311 - Meeting Refreshments	Meeting Refreshments	Student Connectedness to School	Increase parent participation in school functions.	Parents and staff find that this is important to have a welcoming space for families. We may want to double the amount next year	We will continue to fund this item next year
2422 - Translation for Parent Mtgs	Translation for Parent Events	Student Connectedness to School	Increase parent participation in school functions.	Parents and staff find that is important, especially with our Mam speaking community as we have very limited staff that can speak Mam and we need to increase our outreach to Mam families.	We will continue to fund this item next year
2422 - childcare for parent engagement	Childcare for Parent Engagement	Student Connectedness to School	Increase parent participation in school functions.	Parents and staff find that this is an important, and currently underutilized, resource to support parent and family involvement at school.	We will continue to fund this item next year
1120 - Teachers Salaries Stipends	Teacher Salaries Stipends	SBAC ELA Distance from Standard Met	Stipends compensated teachers for additional planning and collaboration outside regular hours to analyze student data and develop targeted instructional strategies.	The initiative has improved collaboration and data-driven decision-making	We will fund this out of a different fund next year.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	International Community School	SCHOOL ID:	186	
3: SCHOOL STRATEGIES & ACTIVITIES		Click here for guidance on SPSA practices		
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp			
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas including SEAL framework to support implementation.			
#	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 implemenation 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
	Provide all students with a well-rounded education that increases student engagement and well-being through the arts, field trips and extracurricular activities	All Students	SEL	Tier 1: Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly - implementation of SEAL resources & SEAL Anchor Strategies		
#	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 implemenation 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 ofr 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 in joyful schools.

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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 students with IEPs 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
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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 and Actions for ELD Implementation

#	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
6-1	Provide coaching, PD time and prep time so all teachers can fully implement the WAC, SEAL Signature unit, and create at minium of 1 SEAL unit per grade level.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Partnership with SEAL to revist and improve Benchmark/FOSS units to include integrated and designated ELD.	English Learner Students	Academic	Tier 2 - Supplemental

The

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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Funds to pay for staffing and materials to expand students' access to academic and enrichment opportunities. Afterschool programming to support students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			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.	186-1
Funds to pay for staffing and materials to expand students' access to academic and enrichment opportunities. Afterschool programming to support students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			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.	186-2
Provides all students access to music and art enrichment, lessons in playing instrument, learning about cultures through music, increase student engagement and creativity through art	\$44,297	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	55	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.3			Provide coaching, PD time and prep time so all teachers can fully implement the WAC, SEAL Signature unit, and create at minimum of 1 SEAL unit per grade level.	186-3
Supports all students' art and music instruction with materials such as paints, glues, paper, tape, instruments, and materials for schoolwide performances	\$9,633	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide coaching, PD time and prep time so all teachers can fully implement the WAC, SEAL Signature unit, and create at minimum of 1 SEAL unit per grade level.	186-4
Increases the FTE of the school's ENTL or newcomer teacher so that newcomer students have more access to specific English language lessons to increase their school engagement and learning	\$15,432	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 04	10-Month Teacher on Special Assignment (TSA)	0.1			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.	186-5

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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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Increases all students' joy and engagement by leading games and activities on the yard and in the garden as well as supports student safety through cafeteria and yard supervision and conflict resolution	\$13,573	California Community Schools Partnership Program	2905	Other Classified Salaries	1764	Noon Supervisor	0.3			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.	186-6
Supports students' mental health through social skills small group work, one-on-one counseling, both based on based on parent and teacher referral; supports' teacher implementation of the district adopted social emotional and classroom management curriculum through classroom push-in, lesson plan support, facilitating classroom meetings and modeling and co-teaching the implementation of aforementioned curriculum	\$122,444	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	1389	Social Worker	0.8			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.	186-7
Supports family involvement in school governance such as SSC and SELLS, school volunteers, and schoolwide activities; increases student joy and school engagement through attendance incentives, student government, the MLK Oratorical Celebration as well as other activities	\$70,286	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10089	11-Month Community School Manager	0.5			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	186-8
Supports all students' engagement and learning in school and classrooms by reinforcing the classroom content through real life and hands on experiences	\$3,265	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums	186-9
Increases all students' access to STEAM (Science, Technology, Engineering, Arts and Mathematics) by coordinating the rotation and implementation of the district adopted science curriculum as well as the ICS annual science fair and Engineering Night Family Event	\$14,766	California Community Schools Partnership Program Carryover	1105	Certificated Teachers' Salaries	55	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.1			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums	186-10

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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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Increases all students/ joy and engagement by leading games and activities on the yard and in the garden as well as supports student safety through cafeteria and yard supervision and conflict resolution	\$25,827	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	7795	Noon Supervisor	0.6			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.	186-11
Increases all students/ joy and engagement by leading games and activities on the yard and in the garden as well as supports student safety through cafeteria and yard supervision and conflict resolution	\$28,745	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	New Position 02	Noon Supervisor	0.6			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.	186-12
Supports our youngest students' (grades Kinder through second) access to foundational math concepts and skills through data based small group interventions using iReady lessons	\$43,893	California Community Schools Partnership Program Carryover	2105	Classified Instructional Aide Salaries	New Position 03	Early Literacy Tutor	0.8			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.	186-13
Supports all students' participation and enjoyment in the Living Schoolyard by paying for a part-time garden teacher as well as garden plants and materials; the garden teacher collaborates with classroom teachers to facilitate science, SEL and other classes in the Living Schoolyard	\$8,000	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			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	186-14
Transportation for all students to be able to go on field trips aligned with classroom content to expand student schema and background knowledge.	\$2,170	California Community Schools Partnership Program Carryover	5826	External Work Order Services	n/a	n/a	n/a			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
Supports all students' engagement and learning in school and classrooms by reinforcing the classroom content through real life and hands on experiences	\$6,600	California Community Schools Partnership Program Carryover	5829	Admission Fees	n/a	n/a	n/a			Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	186-16

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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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			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.	186-17
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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.	186-18
Supports student and family engagement and learning by compensating teachers to lead workshops on different aspects of school curriculum and student learning through family and parent workshops after school	\$5,450	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			All new teachers attend foundational curriculum training.	186-19
Supports all students access to high quality, rigorous and engaging instruction by affording all teachers time out of their classrooms to plan and collaborate on lessons in district adopted curricular lessons as well as implement SEAL units and strategies	\$9,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			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.	186-20
Supports parents' and guardians' involvement in school wide and classroom volunteering opportunities	\$600	LCFF Supplemental	5838	Fingerprinting	n/a	n/a	n/a			Create affinity group for AA families and families to increase communication and school engagement and decrease absences.	186-21
Licensing Agreement to purchase Lexia English to support ELA	\$13,550	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	186-22

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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
Supports student and family engagement and learning by compensating teachers to lead workshops on different aspects of school curriculum and student learning through family and parent workshops after school	\$2,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a		Reading Inventory (RI) Multiple Years Below Grade Level	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
Translation for parent meetings after the instructional day to increase parent and guardian involvement, support parent involvement in student learning and increase collaboration between school and home.	\$420	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a		Reading Inventory (RI) Multiple Years Below Grade Level	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.	186-24
Supports parents' and guardians' involvement in parent workshops by providing snacks and beverages	\$410	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	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.	186-25

The

Site Number: 186

School: International Community School

[illegible]



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 28, 2024 Title I Annual Meeting and will be in effect for the period August 1, 2024 through May 31, 2025.

The school will distribute this policy to all parents on or before September 30, 2024, of the current school year.

Raquel Rodriguez Jones
Name of Principal

Raquel Rodriguez Jones
Signature of Principal

8/28/2024
Date

[School-Parent Compact](#)



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

International Community School

School-Parent-Student Compact

2024-25

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 2024-25 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.
- 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, 2024 and will be in effect for the period of August 1, 2024 to May 31, 2025.

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 30th** of this current school year.

Raquel Rodríguez Jones
Name of Principal

Raquel Rodríguez Jones
Signature of Principal

Aug 28, 2024
Date

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

Strategic Resource Planning (SRP)



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

INTERNATIONAL COMMUNITY SCHOOL (ICS)

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Sasha Ritzie
Vice Chairperson:	Ruben Lorenzo Gomez
Secretary:	Paloma Salazar

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?)
Raquel Jones	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Sara Shepich	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Sophie Seiberth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Yahaira Alfaro	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Paloma Salazar	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Lenny San Jose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Ruben Lorenzo Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Elizabeth Knight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sasha Ritzie-Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Pradelina de Leon	<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"/>	

SSC Meeting Schedule:
(Day/Month/Time)

2nd Wednesday of Every Month at 4:00 PM

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.

