

Board Office Use: Legislative File Info.	
File ID Number	26-1433
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for International Community School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for International Community School

2026-27 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: 4/16/2026

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 <i>Principal</i>	<i>Raquel Jones</i> Signature	4/16/2026 Date
Elizabeth Knight <i>SSC Chairperson</i>	<i>Elizabeth Knight</i> Signature	4/16/26 Date
<i>SELLS Representative (optional)</i>	Signature	Date
Sabrina Moore <i>Network Superintendent</i>	<i>Dr. Sabrina Moore</i> Signature	05/07/2026 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	5/7/26 Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/13/2025	SSC, SSC & SELLS	Discussed proposed expenditures and priorities, Reviewed data and identified school needs
12/8/2025	Faculty	Discussed proposed expenditures and priorities, Reviewed data and identified school needs
1/12/2026	Other	Discussed proposed expenditures and priorities, Reviewed data and identified school needs
1/16/2026	Other	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections
1/26/2026	Faculty	Discussed proposed expenditures and priorities, Reflected on instructional practices and supports
1/22/2026	SELLS	Reflected on instructional practices and supports, Discussed proposed expenditures and priorities
1/28/2026	ILT	Reflected on instructional practices and supports, Discussed proposed expenditures and priorities
1/29/2026	SSC	Reflected on instructional practices and supports, Discussed proposed expenditures and priorities
2/2/2026	Faculty	Discussed proposed expenditures and priorities
1/28/2026	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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$148,400.00
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	\$748,320.00

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 Resource 3010	\$145,750
Title I Parent & Family Engagement Resource 3010	\$2,650
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$148,400

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$748,320.00

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$26,400
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$228,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$60,552
SUBTOTAL OF STATE & LOCAL FUNDING:	\$599,920

2026-27 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: 6/24/2026

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.8%	1.0%	94.4%	0.0%	2.0%	14.0%	95.4%	73.1%	1.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.2%	1.3%	0.0%	1.0%	0.0%	0.0%	94.4%	22.9%	90.7%

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."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students			N/A	N/A	NA
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students			N/A	N/A	NA
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	53.5%	65.1%	58.7%	69%	74%

English Language Arts Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-86.9	-78.6	-86.7	-72.90	-62.0
SBAC ELA Participation	All Students	97.8%	99.2%	97.8%	95.0%	98.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	41.4%	46.5%	60.3%	65.0%	70.0%

Mathematics/Science Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-92.8	-107.7	-90.8	-77.8	-65.0
SBAC Math Participation	All Students	89.7%	89.7%	91.7%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.9%	8.3%	18.0%	23.9%	30.0%
California Science Test (CAST) Participation	All Students	100.0%	98.0%	98.0%	95.0%	95.0%

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

School Goal:	<p>By May of 2027</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
Identified School Need:	<ul style="list-style-type: none"> - 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

Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-135.7	-147.3	-132.8	-122.8	-110.0
SBAC ELA Distance from Standard Met	English Learners	-119.8	-126.4	-120.2	-104.8	-95.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	70.0%	80.8%	81.0%	70.4%	60
SBAC Math Distance from Standard Met	Special Education Students	-148.6	-166.7	-96.8	-77.8	-65.0
SBAC Math Distance from Standard Met	English Learners	-119.8	-131.9	-111.7	-104.8	-95.0
Reclassification Measures & Targets						
*Reference ELL Progress Data						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	10.5%	8.7%	10.6%	20.5%	14.60%
LTEL Reclassification	Long-Term English Learners	33.3%	0.0%	0.0%	43.3%	0.0%

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	2026-27 New Target
Student Connectedness to School	All Students	n/a	48.6%	60.8%	70.0%	75.8%
Out-of-School Suspensions	All Students	0.0%	0.3%	0.0%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.9%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	60.0%	30.0%	23.9%	20.0%	17.0%
Chronic Absenteeism	African American Students	100.0%	66.7%	25.0%	22.0%	19.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal:	By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	82.7%	83.3%	82.0%	90.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>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</p>	<p>Tier 1: Classroom teachers learning, implementing and collaborating around implementing SEAL strategies and units to increase student engagement and agency, increase access to language and increase student academic language oracy and writing. Tier 1: TSA supporting classroom teachers in learning, implementing and collaborating around implementing SEAL strategies and units to increase student engagement and agency, increase access to language and increase student academic language oracy and writing. Tier 2: ENTL TSA supporting newcomers in learning Foundational Literacy in English and transference of Spanish to English. Tier 3: IGNITE tutoring with 34 students in English Reading Tier 2: Hiring of 3rd literacy tutor to support Spanish foundational literacy in lower grades</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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</p>	<p>Tier 2: ENTL TSA supporting newcomers in learning Foundational Literacy in English and transference of Spanish to English Tier 1: Increased classroom teacher knowledge of EM2 math curriculum Tier 2: Two math tutors working with over 20 students with support and training from STEM Team Tier 2: RSP teachers getting trained in use of SPIRE and TOUCH Math</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Tier 1: Implementing attendance initiatives earlier and more often throughout the school year. Also beginning outreach to and interventions with families with with at risk attendance earlier in the year Tier 2: Beginning SARTs and SARBs earlier in the year Tier 1: Use of Caring School Communities curriculum to foster a positive school and classroom environment; Use of Sown to Grow 2nd through 5th grades to support students that might need more emotional and community support; StG data is discussed at COST and CLT meetings on a regular cadence</p>

<i>LCAP Goal 4:</i>	By May 2027, 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.	Tier 1: Implementing more monitoring and support of teacher implementation of foundational literacy, SEAL and Benchmark through PD, PLC and central office walkthroughs Tier 1: More consistent walkthroughs by admin and TSAs and use of monitoring and feedback Tier 1: We implement three staffed teacher preps this year which allows us to utilize Wednesdays for PD and PLC
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	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	We aren't making the progress we would expect to see, especially given the increased SEAL strategies implemented in all classrooms. We need to do a root cause analysis in ILT. Teachers in need of structured time for data analysis and lesson planning to strengthen Tier 1 instruction and intervention design. Progress is being made but growth is slower than last year in 3rd and 4th grades. 3rd grade teacher out on maternity leave. We have a 4th and 5th grade combo this year as well as a 5th grade class of 29 students. Students require hands-on, inquiry-based experiences aligned to grade-level standards to deepen conceptual understanding.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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 	<p>New RSP teachers, neither speak Spanish, one new to the role and the other worked in SFUSD. Both have had slow adjustments to working in OUSD as RSP teachers and at ICS. Both have to get translation for some assessments and most IEP meetings with families, which slows down the process of completing IEPs on time. Neither RSP teacher had used the district adopted RSP curriculum before, TouchMath and Spire, and this has also negatively impacted teaching and learning of our RSP students.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Increased level of Independent Studies as compared to recent years. Increased communication and capacity-building opportunities are needed to empower families as partners in academic achievement.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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>Increasing need for collaboration in use of SEAL and best practices in Dual Language instruction might be causing teacher stress due to limited time for collaboration and differences in collaboration needs and wants. TSA has been heavily supporting the long-term sub in the Kinder GW classroom, limited her capacity to support teachers, reflect on data, plan for PD and PLC.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

International Community School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 provides a third staffed prep that allows us to use more time on Wednesdays for teacher planning and collaboration. The Language Arts TSA is the point person for planning and facilitating teacher PD and PLC in collaboration with the ILT. Much of our teacher PD is focused on planning, collaboration and implementing SEAL strategies to increase student access to curriculum and engagement with curriculum. Books have been bought that support the Benchmark/SEAL modules being implemented. Teachers are using extended contract to meet with families and for planning. Refreshments are bought for parent meetings.

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

Teachers share feedback that they are feeling more satisfied with PD and PLC this year but that time is still a limiting factor. We will continue to budget for teacher extended contract for parent workshops and school events as well as peer collaboration and planning.

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.

No changes will be made although we may allocate more money towards teacher collaboration and planning. We are seeing positive results in the form of increased growth as measured by iReady on Language Arts and Math diagnostics as well as foundational literacy assessments of students that work with intervention teachers.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why?</p> <p align="center"><i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i></p> <p align="center">INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
--	--	---	---	---

Extended contract for teacher parent workshops and school events	Student Connectedness to School	Pays teachers so that they participate in parent workshops in different areas of teaching and learning as well as whole school events such as Literacy Night, Winter Peace Celebration, Engineering Night and Science Fair.	Our end of year science fair is the most well attended event we hold. This year we had about 40 families attend our Engineering Night event.	We will continue to fund this item next year
Translation for Parent Mtgs	Student Connectedness to School	Translation for Parent Mtgs	Our community represents three main home languages: Spanish, English and Mam. Translation encourages parent participation at school events.	We will continue to fund this item next year
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 will continue to fund this item next year
Increases language arts TSA to full time which increases our ability to support teacher planning and collaboration.	i-Ready Reading at or above Mid-Grade	The language arts TSA coaches teachers in implementation of language arts instruction in both English and Spanish, supports teachers' reflecting on data and creating intervention groups, works with small groups of students.	Improves the quality of planning, collaboration and data-driven instruction. This year the TSA is also teaching math to the 5th grade students in the 4th/5th combo class as well as supporting teacher learning, collaboration and implementation of SEAL language arts modules. The TSA has spent over 50+ hours supporting teacher planning and collaboration for SEAL implementation this school year, so far.	We will continue to fund this item next year
Hire a teacher to work with Tier 2 small group intervention, providing foundational literacy support using SIPPS curriculum	Reading Inventory (RI) Multiple Years Below Grade Level	this teacher is trained by the district, supported by our TSA and provided Tier 2 small group foundational literacy intervention using the SIPPS curriculum	Eligible students are surpassing cut points for participation in SIPPS intervention, at a high of 74% in grade 4, and 54% and 54% respectively for grades 3 and 5. In 2nd grade, 25% of students passed 4+ mastery tests in the last month, 25% have passed 3, 25% have passed 2, and 25% have passed one.	We will continue this next year and possibly increase the number of teachers to work with small group intervention in the lower grades in Spanish.

Purchase of trade books to support Benchmark and SEAL modules	SBAC ELA Distance from Standard Met	Increases student access to themes and concepts taught through Benchmark and SEAL, increases quantity and quality of Spanish books in implementation of language arts instruction.	Increases student engagement and access through text; increases teacher use of SEAL strategies to increase student access;	We will continue to budget for this expenditure
Extra contract for teacher	Staff Satisfaction with Professional Development	This money paid for two extra teacher PD days at the beginning of the school year. One day one, teachers attended a full day of SEAL PD facilitated by ELLMA and the SEAL organization. One day two, teachers attended a full day of ICS PD, including a deep look at our discipline policy, End of Year Data from prior year and team building.	Increase staff community and satisfaction, align around discipline to decrease office referrals and increase staff and student satisfaction, give teachers time to prepare for language arts instruction, celebrate data wins.	We will continue to budget for this expenditure

2026-27 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."
-------------------------	--

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 Spire, SIPPS, MClass & Bookshop Fonetica 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 5% 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

#	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, Catalyst 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 for 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 incorporate PD specific to our students with IEPs in order to better serve those students and families. We will also focus on improving the communication around attendance with the families of our SWD and newcomers and include incentives for improving attendance.	Special Ed Students	Academic	Tier 2 - Supplemental
2-5	The school will offer parent workshops about the instruction happening in classrooms and what parents can do at home on a regular cadence.	All students and focal groups	Academic	

--	--	--	--	--

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
-----	---	----------------------------	----------	-----------------------

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

School Goal:	By May 2027, 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 and PLC 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				
#	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		<i>ELL Progress Data</i>		
#	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 a minimum of 1 SEAL unit per grade level.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Partnership with SEAL to revisit and improve Benchmark/FOSS units to include integrated and designated ELD.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2026-27 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
This teacher runs the Makerspace classroom and offers classes and students Makerspace classes so that teachers have time to collaborate and plan together in the creation and preparation of Language Arts, Science and Social Studies integrated units using SEAL strategies.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			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.	186-1
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$109,218	After School Education & Safety (ASES)	5825	Consultants			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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
The teacher provides hands-on visual arts instruction with classes that provides time for general ed teachers time to plan and collaborate.	\$44,819	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	0055	Teacher Education Enhancement	0.30			Partnership with SEAL to revisit and improve Benchmark/FOSS units to include integrated and designated ELD.	186-3
The noon supervisor will engage students in activities and games during recesses and will support students to resolve conflicts that occur during recess	\$13,935	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10108	Teacher Education Enhancement	0.10			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	186-4
The Early Literacy Tutor works with the TSAs and teachers to provide foundational literacy intervention in Spanish and English	\$1,798	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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
The CSM will be the leader of our school's culture and climate. The CSM will lead community partnerships, events and resources, manage coordination of the service team, manage chronic attendance initiatives, coordinate family engagement activities, and develop community partnerships.	\$42,041	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	11425	Teacher Education Enhancement	0.45			Create affinity group for AA families and families to increase communication and school engagement and decrease absences.	186-6

PROPOSED 2026-27 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
The CSM will be the leader of our school's culture and climate. The CSM will lead community partnerships, events and resources, manage coordination of the service team, manage chronic attendance initiatives, coordinate family engagement activities, and develop community partnerships.	\$73,654	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10089	Prog Mgr Community Schools11	0.50			Create affinity group for AA families and families to increase communication and school engagement and decrease absences.	186-7
The visual arts teacher provides visual art instruction to all students and provides every teacher time for preparation, planning and collaboration.	\$21,543	California Community Schools Partnership Program	2905	Other Classified Salaries	7795	Noon Supervisor	0.50			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.	186-8
The noon supervisor will engage students in activities and games during recesses and will support students to resolve conflicts that occur during recess	\$21,526	California Community Schools Partnership Program	2905	Other Classified Salaries	10756	Noon Supervisor	0.50			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	186-9
Budgeting for parent fingerprinting removes an obstacle to parents volunteering at ICS and increases school-home collaboration	\$835	California Community Schools Partnership Program	5838	Fingerprinting			0.00			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.	186-10
These are PBIS materials for use in establishing a proactive, multi-tiered framework to improve social, emotional, and academic outcomes for all students by teaching expected behaviors rather than just punishing negative ones. the materials will be used to establish a positive, safe, and consistent school culture through data-driven, tiered systems of support	\$4,480	California Community Schools Partnership Program	4310	School Office Supplies			0.00			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
Contracting buses for field trips that support instruction and learning.	\$4,671	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Choose high leverage integrated ELD strategy focus: GLAD/SEAL research-based pedagogy around Before-During-After reading strategies; language scaffolds and language structures	186-12

PROPOSED 2026-27 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
Increases the FTE of our newcomer TSA who works with small groups of students to support their transition into the school community and ensure their readiness for English instruction.	\$12,909	California Community Schools Partnership Program Carryover	1119	Certificated Teachers on Special Assignment Salaries	10826	TSA 10Pay	0.10			Establish time for designated ELD in daily schedule for all ELL students TK-5	186-13
This budget item is needed to pay for counseling interns that will work with individual and small groups of students to support their readiness for instruction.	\$20,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services			0.00			Create affinity group for AA families and families to increase communication and school engagement and decrease absences.	186-14
Pays for extended contract teacher time to allow for more planning and collaboration around the writing and implementation of SEAL/Benchmark units	\$3,288	California Community Schools Partnership Program Carryover	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Provide coaching, PD time and prep time so all teachers can fully implement the WAC, SEAL Signature unit, and create a minimum of 1 SEAL unit per grade level.	186-15
Provide a block of time to allow for more planning and collaboration around the writing and implementation of SEAL/Benchmark units	\$10,000	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums	186-16
Teacher extended contract for two extra days of PD before the school year starts for planning, collaboration and PBIS	\$13,804	California Community Schools Partnership Program Carryover	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums	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			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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
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			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-19
This expenditure is for substitute coverage for teacher planning, peer observation and collaboration.	\$14,600	LCFF Supplemental	0002	#N/A			0.00			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 2026-27 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
This expenditure is for materials to support small group intervention in math, foundational literacy and language arts.	\$7,000	LCFF Supplemental	4310	School Office Supplies			0.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-21
This expenditure is to provide food and refreshments for meetings for teachers and meetings for parents.	\$4,800	LCFF Supplemental	4311	Meeting Refreshments			0.00			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	186-22
Provides support in analyzing data, creating intervention groups and planning and facilitating teacher PD	\$95,653	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10758	TSA 11Mon 12Pay	0.60			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.	186-23
The CSM supports family engagement, improving attendance and joyful schools	\$73,654	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	10089	Prog Mgr Community Schools11	0.50			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.	186-24
The Early Literacy Tutor provides tier 2 small group intervention to students below grade level and based on data and TSA/Teacher discussion.	\$54,271	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	9669	Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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
Support in assessments, analyzing data, coaching of teachers, organizing intervention groups, planning and facilitating teacher PD	\$74,698	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	0055	Teacher Education Enhancement	0.50			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-26
The library technician maintains the books in the library, supports small group book/reading clubs, facilitates cultural events and provides students and families access to non text books.	\$44,637	Measure G, Library Support	2205	Classified Support Salaries	7589	Library Technician	0.50			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-27

PROPOSED 2026-27 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
The visual arts teacher provides visual art instruction to all students and provides every teacher time for preparation, planning and collaboration.	\$69,675	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10108	Teacher Education Enhancement	0.50			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.	186-28
This is increase access to parent workshops by providing childcare to parents.	\$663	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation			0.00		Reading Inventory (RI) Growth of One Year or More	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.	186-29
This to pay teachers extended contract to facilitate parent workshops after contractual day ends.	\$663	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		Reading Inventory (RI) Growth of One Year or More	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-30
Light refreshments at parent meetings to help increase parent participation and engagement	\$663	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Reading Inventory (RI) Multiple Years Below Grade Level	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-31
This expenditure is to pay for a PE teacher to provide time for teachers to plan, participate in peer observation and collaborate.	\$51,383	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	11425	Teacher Education Enhancement	0.55		Staff Satisfaction with Professional Development	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums	186-32
This expenditure pays for planning time in district focal areas.	\$10,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends			0.00		Reading Inventory (RI) Multiple Years Below Grade Level	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-33

PROPOSED 2026-27 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
The Early Literacy Tutor provides tier 2 small group intervention to students below grade level and based on data and TSA/Teacher discussion.	\$46,032	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	10757	Early Literacy Reading Tutor	0.80		SBAC Math Distance from Standard Met	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-34
The Early Literacy Tutor provides tier 2 small group intervention to students below grade level and based on data and TSA/Teacher discussion.	\$23,016	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries		early lit tutor	0.40		SBAC ELA Distance from Standard Met	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-35
This expenditure is to pay for field trip transportation that aligns with and deepens students' learning.	\$673	Title I, Part A Schoolwide Program	5826	External Work Order Services			0.00		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	186-36
This expenditure is to pay for field trip admission fees that align with and deepens students' learning	\$14,647	Title I, Part A Schoolwide Program	5829	Admission Fees			0.00		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	186-37
Provides support in analyzing data, creating intervention groups and planning and facilitating teacher PD	\$63,769	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10758	TSA 11Mon 12Pay	0.40			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.	186-38
The Early Literacy Tutor provides tier 2 small group intervention to students below grade level and based on data and TSA/Teacher discussion	\$23,016	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries		early lit tutor	0.40			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-39
The Early Literacy Tutor provides tier 2 small group intervention to students below grade level and based on data and TSA/Teacher discussion	\$46,032	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries		early lit tutor	0.80			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, Math tutoring, 1:1 tutoring) and set and monitor progress towards Spire, SIPPS, MClass & Bookshop Fonetica 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.	186-40



Title I, Part A School Parent and Family Engagement Policy

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

ICS

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Holding monthly parent leader meetings, parent workshops, and SSC/SELL meetings

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

- Discussing in the monthly SSC/SELL and parent leader meetings

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

- All school meetings, assemblies, workshops, documents, fliers, and communication through Parent Square are translated in Spanish. Home/School texts from the Principal and teachers are automatically translated to home language through the App and complaint procedures are provided in additional languages. Family newsletter can be translated to home language through the app

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Done through SSC/SELL

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

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

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

- Parents participate in the creation and review of the Title 1 plan through SSC, which is held on the last Wednesday of each month. SSC members vote on how to spend Title 1 money for the upcoming year. Parent leaders help create this plan for parent participation, as well as the Home/School Compact presented to parents in home visits and conferences.

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- The school-wide calendar is linked in the weekly parent newsletter and hard copies can be sent home as well so that parents are always in the loop with upcoming events. We review monthly events in every Parent Leader meeting, which is held on the first Monday of the month

Adoption

This policy was adopted by the ICS School Site Council on August 21, 2025 and will be in effect for the period of August 1, 2025 through May 31, 2026.

The school will distribute this policy to all parents on or before September 30, 2025.

Name of Principal

Raquel Rodriguez Jones

Signature of Principal

/r/ Raquel Rodriguez Jones

Date 8/21/25



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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

ICS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Discutir en las reuniones mensuales de SSC y padres líderes

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

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

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

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

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

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

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

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

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

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

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

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

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

- Hecho a través de SSC/SELL

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

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

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

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

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

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

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

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

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

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

Adopción

Esta política fue adoptada por el Consejo del Plantel Escolar de ICS el 21 de agosto del 2025 y estará vigente durante el período del 1 de agosto de 2025 al miércoles 31 de mayo de 2026.

La escuela distribuirá esta política a todos los padres a más tardar el 30 de septiembre de 2025.

Name of Principal

Raquel Rodriguez Jones

Signature of Principal

/r/ Raquel Rodrigue Jones

Date 8/21/25



SCHOOL-PARENT COMPACT

2025-2026

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

This School-Parent Compact is in effect for the 2025-26 school year.

SCHOOL RESPONSIBILITIES

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

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

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

TEACHER RESPONSIBILITIES

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

PARENT RESPONSIBILITIES

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

- Volunteer in my child's classroom if possible.
- Promote positive use of my child's extracurricular time.
- Remember that I am my child's first and most important teacher
- ensure that my child attends school on time every day and gets adequate sleep (8-10 hrs)
- Listen and discuss with my child the events of the school day
- Make an effort to attend school activities and volunteer at school
- Make positive use of extracurricular time
- Participate, as appropriate, in decisions related to the education of my children
- Provide a quiet place to learn at home
- Support my child to read 20-30 minutes a day at home and sign their reading log
- I will do my best to take my child to the public library to check out high-interest books.
- Support the school in its efforts to help my child learn to resolve conflicts positively and understand the consequences of their actions
- Know the school and classroom rules and ensure that my child complies with them
- Ensure my child wears their uniform daily

STUDENT RESPONSIBILITIES

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

ADOPTION

This Compact was adopted by the ICS on August 21, 2025, and will be in effect for the period August 1, 2025, to May 31, 2026.

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 of this current school year.

Raquel Jones	<i>/R/ Raquel Jones</i>	08/21/2025
_____	_____	_____
Principal's Name	Principal's Signature	Date



ACUERDO ENTRE LA ESCUELA Y LOS PADRES

2025-26

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

Este Acuerdo entre la escuela y los padres está vigente para el año escolar 2025-26.

RESPONSABILIDADES DE LA ESCUELA

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

- 1) Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los desafiantes requisitos del Estado de California. estándares académicos.
 - El aula de nivel 1 de PBIS apoya a todos los estudiantes
 - Apoyo de nivel 2 y 3 para los estudiantes según sea necesario
 - Plan de estudios bilingüe alineado y de calidad en todos los grados
 - Plan de estudios de matemáticas de calidad en todos los grados
 - Plan de estudios de estudios étnicos creado por el maestro para complementar con estudios sociales
 - maestro para analizar la instrucción de calidad , compartir las mejores prácticas, colaborar y planificar

- 2) Celebrar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.
 - Realizado cada trimestre

- 3) Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares y evaluaciones de contenido académico del estado y cómo monitorear y mejorar el rendimiento de sus hijos.
 - Conferencias de padres/maestros cada trimestre
 - Controles regulares de los maestros con los padres
- 4) Proporcionar a los padres un acceso razonable al personal.
 - Conferencias de padres y maestros y visitas domiciliarias
 - Talleres dirigidos por maestros
 - "Puntos de conversación"
- 5) Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos y observar las actividades del salón.
 - Los maestros crean oportunidades claras para la participación de los padres y envían mensajes sobre esas oportunidades a los padres durante la noche de regreso a clases y los registros regulares y continuos de clase.
- 6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.
 - Los padres participan en la creación y revisión del plan Título 1 a través del SSC, que se lleva a cabo el segundo miércoles de cada mes. Los miembros del SSC votan sobre cómo gastar el dinero del Título 1 para el próximo año. Los padres líderes ayudan a crear este plan para mejorar el rendimiento académico de los estudiantes.
- 7) Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia y sobre cómo trabajar con los padres y miembros de la familia como socios iguales.
 - El primer ciclo de desarrollo profesional de los maestros siempre gira en torno a la cultura escolar, incluida la participación de los padres. Los maestros crean oportunidades claras para la participación de los padres y envían mensajes sobre esas oportunidades a los padres durante las noches de regreso a la escuela y los controles regulares y continuos de clase.
- 8) Asegure una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

- Todas las reuniones escolares, asambleas, talleres, documentos, volantes y comunicación a través de texto y llamadas automáticas están traducidos al español. Los textos del hogar/escuela del director y los maestros se traducen automáticamente al idioma del hogar a través de la aplicación Talking Points y los procedimientos de queja se proporcionan en idiomas adicionales. El boletín familiar se puede traducir al idioma del hogar a través de "Smore".

RESPONSABILIDADES DEL MAESTRO

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

RESPONSABILIDADES DE LOS PADRES

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

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

- Apoyar a la escuela en sus esfuerzos para ayudar a mi hijo a aprender a resolver conflictos de manera positiva y comprender las consecuencias de sus acciones.
- Conocer las reglas de la escuela y del salón de clases y asegurarme de que mi niño las cumple
- Asegurar que mi hijo use su uniforme todos los días

RESPONSABILIDADES DEL ESTUDIANTE

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

ADOPCIÓN

Este Acuerdo fue adoptado por el ICS el 21 de agosto 2025 de y estará en vigencia durante el período del 1 de agosto de 2025 al 31 de mayo de 2026.

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

Raquel Jones

/R/ Raquel Jones

08/21/2025

Principal's Name

Principal's Signature

Date



Strategic Resource Planning (SRP)

INTERNATIONAL COMMUNITY SCHOOL (ICS)

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Elizabeth Knight
Vice Chairperson:	Juana Peña
Secretary:	April Angeles

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"/>	2
Cynthia Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Ricky Bagley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Juana Peña	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Ruben Lorenzo Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Elizabeth Knight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
April Angeles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Flavia Dima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sonia Gottlieb	<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: <small>(Day/Month/Time)</small>	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.

