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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

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

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Oakland International High School.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

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



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Oakland International High School  
**CDS Code:** 1612590115667  
**Principal:** Tom Felix  
**Date of this revision:** 4/26/2024

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

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

<b>Contact:</b> Tom Felix	<b>Position:</b> Principal
<b>Address:</b> 4521 Webster Street Oakland, CA 94609	<b>Telephone:</b> 510-597-4287 <b>Email:</b> tom.felix@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/26/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

School Site: Oakland International High School Site Number: 353

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/26/2024

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

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

**Signatures:**

Tom Felix

*Principal*

Madenh Ali Hassan

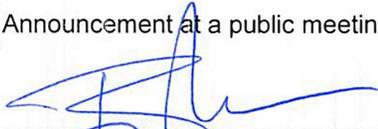
*SSC Chairperson*

Vanessa Sifuentes

*Network Superintendent*

Lisa Spielman

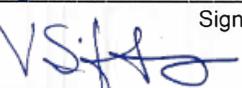
*Director, Strategic Resource Planning*



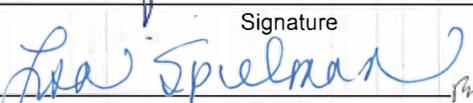
Signature



Signature



Signature



Signature

  
Benjamin Davis 8/15/2024  
President, Board of Education

  
Kyla Johnson Trammell 8/15/2024  
Secretary, Board of Education

4/26/24

Date

4/26/24

Date

4/30/24

Date

5/1/2024

Date

**2024-25 SPSA ENGAGEMENT TIMELINE**

**School Site:** Oakland International High School    **Site Number:** 353

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/12/2023	SSC Review of SPSA	SSC conducted annual review of SPSA, reviewing expenditures, indicators of outcomes and discussion ongoing and new priorities for 2024-25.
1/8/2023	Whole Staff Engagement	Beginning of year retreat includes data reflection, discussion of tentative areas of focus for 2024-25, and feedback protocol from staff members.
1/16/2024	SSC Funding Priorities for 2024-25	Building on annual SPSA review, the SSC approved Title I and Title IV expenditures for 2024-25, approved CCSP plan, and discussed additional priorities should school receive CSI or other new funding.
1/17/2024	Student Leaders	Student members of SSC brought other students together to discuss student priorities to improve college and career readiness, prepare student survey to inform future planning and expenditures.

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

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

### **Early Childhood Education Program**

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### **Transitional Students and Families Unit**

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$289,266.00
Total Federal Funds Provided to the School from the LEA for CSI	\$60,746.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,518,517.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$62,280	LCFF Discretionary (General Purpose Discretionary #0000)	\$31,280
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,730	LCFF Supplemental (LCFF Supplemental #0002)	\$263,925
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$220,931	LCFF Equity Multiplier (#7399)	\$466,071
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$4,325	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$60,746	California Community Schools Partnership Program (CCSPP #6332)	\$349,542
		Proposition 28 (Arts & Music in Schools) (#6770)	\$57,687
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$350,012</b>		<b>\$1,168,505</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,518,517.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Oakland International High School</b>		<b>School ID: 353</b>
<b>CDS Code: 1612590115667</b>	<b>SSC Approval Date: 4/26/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**School Mission and Vision**

The mission of Oakland International High School is to provide quality alternative education for recently arrived immigrant students in English language acquisition and in preparation for college. Our diverse students become active participants in our community while learning in small groups through hands-on, interdisciplinary projects and collaboration.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Grad

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

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

OIHS students and families would benefit from a greater amount of translation services in the predominant indigenous language represented at the school--Mam.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
63.6%	2.6%	76.7%	0.0%	4.2%	2.2%	100.0%	91.4%	4.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
36.4%	0.6%	8.0%	0.0%	0.0%	0.3%	96.8%	68.4%	56.7%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: 1) 65% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>- Students (all ELLs) not showing adequate literacy growth as measured by state, district, and site assessments</li> <li>- Rate of students enrolling in 2- or 4- year post-secondary education decreased during pandemic and has not rebounded.</li> <li>- Upper grade math teachers report 11th and 12th graders continue to struggle with basic numeracy, also reflected by state and district assessments.</li> </ul>

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-226.5	not available until fall 2024	not available until fall 2025	SBAC is not an appropriate measure for newcomers.
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	20.7%	not available until fall 2024	not available until fall 2025	40.0%

**Mathematics/Science Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-240.0	not available until fall 2024	not available until fall 2025	SBAC is not an appropriate measure for newcomers. Our goal is 95% passing rates for 9th & 10th grade Algebra for students with limited and interrupted formal education.

California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	not available until fall 2024	not available until fall 2025	CAST is not an appropriate measure for newcomers. Our goal is a 95% passing rate for Biology and Physics courses as evidenced by mastery grades---formative, summative and performance assessments designed by science teachers.
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**Graduation Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	64.6%	not available until fall 2024	not available until fall 2025	70.0%
On Track to Graduate: 9th Grade	All Students	43.5%	not available until fall 2024	not available until fall 2025	The majority of newcomers at OIHS are not meeting "on track" criteris until the end of their 11th grade year. Our goal is that 100% of 9th grade students pass their post session class for credit recovery and/or increase their on track status.
On Track to Graduate: 11th Grade	All Students	45.9%	not available until fall 2024	not available until fall 2025	The majority of newcomers at OIHS are not meeting "on track" criteris until the end of their 11th grade year. Our goal is that 100% of 11th grade students pass their post session class for credit recovery and/or increase their on track status.
A-G Completion	All Students	53.8%	not available until fall 2024	not available until fall 2025	80.0%
College/Career Readiness	All Students	29.2%	not available until fall 2024	not available until fall 2025	65.0%

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

<b>School Goal:</b>	By May 2025, OIHS will double (to 40%) the percentage of students who show one or more year of growth in English literacy as measured by the i-Ready assessment.
<b>Identified School Need:</b>	- Almost all students at OIHS are reading at an elementary level in English, with the largest concentration at Level K as measured by i-Ready. - Approximately 50% of students who enroll at OUSD are identified as Students with Limited or Interrupted Formal Education with many of them having limited literacy in their first language due to lack of access to schooling.

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-283.0	not available until fall 2024	not available until fall 2025	SBAC is not an appropriate measure for newcomers.
SBAC ELA Distance from Standard Met	English Learners	-226.5	not available until fall 2024	not available until fall 2025	SBAC is not an appropriate measure for newcomers.
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	79.1%	not available until fall 2024	not available until fall 2025	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-197.7	not available until fall 2024	not available until fall 2025	SBAC is not an appropriate measure for newcomers. Our goal is 95% passing rates for 9th & 10th grade Algebra for students with limited and interrupted formal education.
SBAC Math Distance from Standard Met	English Learners	-240.0	not available until fall 2024	not available until fall 2025	SBAC is not an appropriate measure for newcomers. Our goal is 95% passing rates for 9th & 10th grade Algebra for students with limited and interrupted formal education.

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	1.1%	not available until fall 2024	not available until fall 2025	Reclassification is not anticipated milestone for HS age newcomers in their first 3-4 year in US schools.

LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	OIHS does not serve Long Term English learners by definition.
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Goal:</b>	By May 2025, the CHKS survey connectedness index and OUSD newcomer survey will show high levels of connection and perceptions of responsiveness of the school to student and family needs.
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>- Students and families rely on OIHS for a large number of non-academic needs including food, legal support with immigration cases, access to health care and health insurance, and mental health supports.</li> <li>- Affinity groups are a necessary space for students to center their culture and language within a diverse school community, and sustaining them takes staff time.</li> <li>- By virtue of being recent immigrant students in the US, most students have experienced trauma and are in economically and legally tenous situations due to US government policies.</li> </ul>

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	68.1%	not available until fall 2024	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	1.5%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	74.4%	not available until fall 2024	not available until fall 2025	65.0%
Chronic Absenteeism	African American Students	50.0%	not available until fall 2024	not available until fall 2025	25.0%

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

<b>School Goal:</b>	By May 2025, 85% of teachers will express commitment to return for 2025-26 school year as well as satisfaction with professional development offerings as measured by reflective feedback.				
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>- The teaching context at OIHS is unique and many successful educators from other contexts struggle at OIHS -- making hiring particularly difficult.</li> <li>- Stability of teaching staff is critical to academic gains for students and instructional coherence for the school, particularly due to the high amount of teacher created curriculum.</li> <li>- Sustaining a multilingual staff that is reflective of student identities is critical to supporting the connectedness prioritized around LCAP Goal 3.</li> </ul>				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	78.4%	not available until fall 2024	not available until fall 2025	85.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <ul style="list-style-type: none"> <li>1) 65% of students reaching their growth goals on i-Ready reading assessment</li> <li>2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</li> </ul>	<p><i>OIHS has a newly rearticulated reading program and will be entering year three of using the i-Ready assessment. We have new systems built to track i-Ready data, ensure strong testing conditions, and have a clear alignment between our literacy instruction and what i-Ready is measuring. Thanks to central literacy TSA there is ongoing professional learning for reading teachers as well as school wide practices planned for 2024-25 that will support literacy instruction across the curriculum. In math the department is working to integrate the math i-Ready assessment as a tool to progress monitor.</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May 2025, OIHS will double (to 40%) the percentage of students who show one or more year of growth in English literacy as measured by the i-Ready assessment.</i></p>	<p><i>Multiyear data is not accessible due to a shift in assessment platforms (from RI to i-Ready), however recent data from assessments during the school year show positive growth trends that suggest accelerated growth in reading classes. In 2023-24 our reading classes were rearticulated in terms of level and curricular approach, a shift that is being undertaken alongside the shift to i-Ready and deployment of other assessment tools. Title I funding will be used to fund a 0.35 FTE Teacher on Special Assignment to facilitate professional learning and support teacher capacity building to build student literacy as well as extended contracts to facilitate expanded teacher time in professional learning as well as curriculum development.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>By May 2025, the CHKS survey connectedness index and OUSD newcomer survey will show high levels of connection and perceptions of responsiveness of the school to student and family needs.</i></p>	<p><i>Student engagement in affinity groups is high and leading to a resumption of Community Walks, a student led professional development experience for teachers and other staff to become more deeply familiar with student communities and experiences. Student utilization of the Wellness Center continues to rise, further suggesting that there are strong perceptions of support and access to resources. Title I Parent funds will be used to work with a consultant to support parent engagement workshops to boost parent and student connectedness to school. Title IV funds will be used to support student field trip transportation, providing students enrichment experiences that also build community and school connection.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, 85% of teachers will express commitment to return for 2025-26 school year as well as satisfaction with professional development offerings as measured by reflective feedback.</i></p>	<p><i>Preliminary intent to return surveys suggest a dramatically smaller teacher turnover for 2024-25, with currently only 1 teacher certain they are departing as of January 2024. Teachers cite clear teaching lines, strong supports, and adequate resources as reasons to remain.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>1) 65% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>Many if not most newly enrolled students at OIHS have significant gaps in their schooling and may not be literate in any language. As a result, their initial literacy scores are very low and intensive intervention is required which consumes resources and stretches the ability to serve students at other levels of literacy acquisition. In math, there is a tension between our heterogeneous model and the somewhat linear progression of math knowledge, and students who arrive in our school have not knowing English in common, but many have little/no numeracy while others are on grade level in math from their home country -- creating a particularly challenging differentiation challenge.</i></p>
LCAP Goal 2:	<p><i>By May 2025, OIHS will double (to 40%) the percentage of students who show one or more year of growth in English literacy as measured by the i-Ready assessment.</i></p>	<p><i>A block schedule structure prohibits daily student access to literacy intervention. Having dedicated paraprofessionals who can do targeted literacy intervention on the days when the reading classes do not meet may address this. Demand for the lowest level of reading is higher than our capacity to seat students without disrupting heterogeneity across other classes.</i></p>
LCAP Goal 3:	<p><i>By May 2025, the CHKS survey connectedness index and OUSD newcomer survey will show high levels of connection and perceptions of responsiveness of the school to student and family needs.</i></p>	<p><i>There are ongoing questions about the extent to which these surveys, even when translated, are accessible to our students and families and accurately reflect their opinions. Furthermore, those students that we are furthest from serving well are most likely to not complete surveys due to low attendance and/or lack of engagement.</i></p>
LCAP Goal 4:	<p><i>By May 2025, 85% of teachers will express commitment to return for 2025-26 school year as well as satisfaction with professional development offerings as measured by reflective feedback.</i></p>	<p><i>Discussion about adjusting our course of study to provide better work based learning and elective opportunities for students threatens to complicate teaching lines and disrupt routines that are important to some veteran teachers. These changes, if implemented, could result in some additional turnover.</i></p>

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

**School:** Oakland International High School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

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

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

The main Title I expenditure for the TSA to act as instructional coach is going as planned and central to staff PD and instructional focus. A contractor was not identified for parent engagement so those activities have not yet begun as of January 2024. The SSC voted in December 2023 to reallocate Title IV funds for field trip transportation instead of previous allocation.

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

Existence of instructional coach has resulted in ongoing coaching of teachers and consistent and focused implementation of professional learning for all teachers. SSC considers the role of instructional coach TSA essential to operation of school. For family engagement it is not possible to evaluate effectiveness due to slow implementation of activities. Field trips planned for Title IV have yet to occur as of January 2024.

**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.**

SSC seeks to sustain similar activities in 2024-25 with an eye to supplementing Title I parent resources with other funds to enable a more significant partnership in service of family engagement.

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Contract services	Student Connectedness to School	Contractor to support family engagement in school activities and governance as well as education on supporting students.	Difficulty identifying a contractor has impeded adequate progress on this although it remains a priority for the SSC. At this time no contractor has been identified.	SSC recommends exploring working with PIQE or other similar entity that has a framework for engaging parents of ELLs.
11-Month Classroom Teacher on Special Assignment (TSA)	Staff Satisfaction with Professional Development	TSA provides ongoing professional learning for all teachers and coordinates the coaching program that provides observation and feedback to teachers on their classroom practice.	The demand for coaching this year exceeds the available time, but this demand also suggests this is a valuable resource for teachers. Professional development is proceeding as planned.	The SSC recommends continuing this funding priority as the role is central to providing instructional coherence at the school.

To be allocated in Fall 2023.	A-G Completion	SSC relocated these funds to support teacher extended contracts to develop curriculum responsive to the needs of SIFE newcomers.	These extended contracts have not yet been issued but are anticipated to support teacher planning time to develop supplemental curriculum responsive to the needs of SIFE newcomers.	While curriculum development remains a priority, projected funds for 2024-25 do not permit the SSC to fund this activity after sustaining the TSA position, which is a higher priority.
Contract services	College/Career Readiness	The SSC voted to reallocate these funds to support field trip transportation.	Field trips are planned for spring semester and are intended to provide students with exposure to colleges and opportunities to explore enrollment.	The SSC seeks to continue this expenditure to support student access to expanded learning opportunities.

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Oakland International High School

**SCHOOL ID:** 353

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

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

**School Goal:**

By June 2025, students will demonstrate increased literacy and math proficiency as measured by:  
 1) 65% of students reaching their growth goals on i-Ready reading assessment  
 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments

**Identified Need:**

- Students (all ELLs) not showing adequate literacy growth as measured by state, district, and site assessments
- Rate of students enrolling in 2- or 4- year post-secondary education decreased during pandemic and has not rebounded.
- Upper grade math teachers report 11th and 12th graders continue to struggle with basic numeracy, also reflected by state and district assessments.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Student placement in leveled reading class to provide targeted phonics instruction coupled with text-based instruction.	All Students	Academic	Tier 1 - Universal
1-2	Provision of paraeducator support in all leveled literacy classes to provide small group phonics instruction and release teachers to provide small group text-based instruction.	All Students	Academic	Tier 1 - Universal
1-3	Creation of new SIFE math support class to better prepare students for upper grade math concepts.	All Students	Academic	Tier 2 - Supplemental
1-4	Creation of 12th grade intensive literacy support for senior students who continue to demonstrate major foundational literacy needs.	All Students	Academic	Tier 3 - Intensified

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

**School Goal:** By May 2025, OIHS will double (to 40%) the percentage of students who show one or more year of growth in English literacy as measured by the i-Ready assessment.

**Identified Need:**  
 - Almost all students at OIHS are reading at an elementary level in English, with the largest concentration at Level K as measured by i-Ready.  
 - Approximately 50% of students who enroll at OUSD are identified as Students with Limited or Interrupted Formal Education with many of them having limited literacy in their first language due to lack of access to schooling.

#	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	Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	All Students	Academic	Tier 1 - Universal
2-2	Creation of Reading A courses to address needs of students with limited literacy in any language and no oral English fluency. These classes prepare students to enter other reading courses.	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	All Students	Academic	Tier 1 - Universal
2-4	Integration of new Early Literacy Tutor within reading department to provide small group and 1:1 pull out for students with highest literacy development needs.	English Learner Students	Academic	Tier 3 - Intensified

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

<b>School Goal:</b>	By May 2025, the CHKS survey connectedness index and OUSD newcomer survey will show high levels of connection and perceptions of responsiveness of the school to student and family needs.
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>- Students and families rely on OIHS for a large number of non-academic needs including food, legal support with immigration cases, access to health care and health insurance, and mental health supports.</li> <li>- Affinity groups are a necessary space for students to center their culture and language within a diverse school community, and sustaining them takes staff time.</li> <li>- By virtue of being recent immigrant students in the US, most students have experienced trauma and are in economically and legally tenous situations due to US government policies.</li> </ul>

#	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	Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Maintain affinity groups as space for student connection and basis for staff professional development via Community Walks.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Establish social worker position to provide clinical case management for students with significant needs not addressed through Tier 1 case management.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-4	Partner with district Newcomer Wellness Initiative and Safe Passages to hire mental health interns to provide direct 1:1 mental health supports as well as group therapy.	All Students	Behavioral	Tier 3 - Intensified

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

<b>School Goal:</b>	By May 2025, 85% of teachers will express commitment to return for 2025-26 school year as well as satisfaction with professional development offerings as measured by reflective feedback.
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>- The teaching context at OIHS is unique and many successful educators from other contexts struggle at OIHS -- making hiring particularly difficult.</li> <li>- Stability of teaching staff is critical to academic gains for students and instructional coherence for the school, particularly due to the high amount of teacher created curriculum.</li> <li>- Sustaining a multilingual staff that is reflective of student identities is critical to supporting the connectedness prioritized around LCAP Goal 3.</li> </ul>

#	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	Sustain coaching structure (through FTE for 2-3 veteran teachers) to support new teachers and teachers new to OIHS in meeting the unique demands of this alternative context.	All Students	Academic	Tier 1 - Universal
4-2	Maintenance of focused teaching lines for nearly all core teachers to allow focus on one course and prevent burnout related to multiple prep periods.	All Students	Academic	Tier 1 - Universal
4-3	Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	All Students	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR BLACK STUDENTS</b> <a href="#"><i>Instructions &amp; resources</i></a>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
5-1	Sustain targeted programming focused on Habesha students, through community walks as professional development for staff, and affinity group space for student connectedness.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Teacher identification of focal Black students for shadowing, data analysis, and empathy interviews.	African American	Academic	Tier 2 - Supplemental

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <a href="#"><i>Stages of ELD Implementation Self-Assessment</i></a>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	English Learner Students	Academic	Tier 1 - Universal
6-2	Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$195,931	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-1
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-2
Teacher Structured Eng Immersn	\$63,561	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	4774	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.		Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-3
Teacher Structured Eng Immersn	\$39,374	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	7846	Teacher, Structured English Immersion	0.47	Goal 1: All students graduate college, career, and community ready.		Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-4
Teacher Structured Eng Immersn	\$19,910	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	9618	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-5
TSA Classroom 11Mos	\$160,079	Association for Continuing Higher Education	1119	Certificated Teachers on Special Assignment Salaries	10227	11-Month Classroom Teacher on Special Assignment (TSA)	1.0	Goal 1: All students graduate college, career, and community ready.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-6
1120 - Teachers Salaries Stipends	\$77,498	Association for Continuing Higher Education	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-7

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number:** 353

**School:** Oakland International High 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
1150 - Teachers Substitutes	\$77,000	Association for Continuing Higher Education	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-8
Assistant, Newcomer Learning Lab	\$23,430	Association for Continuing Higher Education	2205	Classified Support Salaries	10348	Assistant, Newcomer Learning Lab	0.30	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-9
2220 - Classsuppt Salaries Stipends	\$20,000	Association for Continuing Higher Education	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Maintain affinity groups as space for student connection and basis for staff professional development via Community Walks.	353-10
Case Manager 20	\$49,770	Association for Continuing Higher Education	2405	Clerical Salaries	9409	Case Manager	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-11
Case Manager 20	\$64,479	Association for Continuing Higher Education	2405	Clerical Salaries	9892	Case Manager	0.65	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-12
4200 - Books-other Than Textbooks	\$5,000	Association for Continuing Higher Education	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-13

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number:** 353

**School:** Oakland International High 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
5300 - Dues & Memberships	\$2,500	Association for Continuing Higher Education	5300	Dues & Memberships	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-14
5610 - Equip Maintenance & Repairs	\$5,000	Association for Continuing Higher Education	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-15
5624 - Rentals - Facility	\$527	Association for Continuing Higher Education	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-16
5825 - Consultants	\$40,000	Association for Continuing Higher Education	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Partner with district Newcomer Wellness Initiative and Safe Passages to hire mental health interns to provide direct 1:1 mental health supports as well as group therapy.	353-17
1120 - Teachers Salaries Stipends	\$37,207	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-18
Community Relations Ast II Bil	\$44,316	California Community Schools Partnership Program	2205	Classified Support Salaries	10229	Community Relations Assistant II, Bilingual	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-19

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number: 353**

**School: Oakland International High 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
Case Manager 24	\$123,349	California Community Schools Partnership Program	2405	Clerical Salaries	2392	Case Manager	1.0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-20
Case Manager 24	\$144,670	California Community Schools Partnership Program	2405	Clerical Salaries	9408	Case Manager	1.0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-21
Teacher Structured Eng Immersn	\$21,187	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	4774	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Maintenance of focused teaching lines for nearly all core teachers to allow focus on one course and prevent burnout related to multiple prep periods.	353-22
2220 - Classsuppt Salaries Stipends	\$900	California Partnership Academies (CPA)	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-23
4399 - Unallocated	\$6,596	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-24
4420 - Computer < \$5,000	\$19,500	California Partnership Academies (CPA)	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-25
5220 - Conference Expense	\$1,917	California Partnership Academies (CPA)	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-26

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number: 353**

**School: Oakland International High 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
5825 - Consultants	\$30,000	California Partnership Academies (CPA)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-27
7310 - Interprogram Support/costs	\$900	California Partnership Academies (CPA)	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-28
Teacher Structured Eng Immersn	\$24,289	College & Career Access Pathways Grant	1105	Certificated Teachers' Salaries	3317	Teacher, Structured English Immersion	0.23	Goal 1: All students graduate college, career, and community ready.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-29
1120 - Teachers Salaries Stipends	\$347	College & Career Access Pathways Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-30
Teacher Structured Eng Immersn	\$60,141	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	3796	Teacher, Structured English Immersion	0.75	Goal 1: All students graduate college, career, and community ready.		Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-31
4399 - Unallocated	\$605	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a		Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-32
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-33

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

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**School:** Oakland International High 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
4310 - Materials and Supplies	\$31,280	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-34
TSA Classroom 11Mos	\$160,079	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	10230	11-Month Classroom Teacher on Special Assignment (TSA)	1.0	Goal 1: All students graduate college, career, and community ready.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-35
Social Worker	\$133,524	LCFF Equity Multiplier	1205	Certificated Pupil Support Salaries	10226	Social Worker	1.0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Establish social worker position to provide clinical case management for students with significant needs not addressed through Tier 1 case management.	353-36
Counselor	\$133,486	LCFF Equity Multiplier	1205	Certificated Pupil Support Salaries	10228	Counselor	1.0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-37
Case Manager 20	\$34,719	LCFF Equity Multiplier	2405	Clerical Salaries	9892	Case Manager	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-38
Unallocated	\$4,262	LCFF Equity Multiplier	4399	Unallocated	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-39

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number: 353**

**School: Oakland International High 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
Teacher Structured Eng Immersn	\$79,568	LCFF Supplemental	1105	Certificated Teachers' Salaries	3038	Teacher, Structured English Immersion	1.0	Goal 1: All students graduate college, career, and community ready.		Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-40
Teacher Structured Eng Immersn	\$20,047	LCFF Supplemental	1105	Certificated Teachers' Salaries	3796	Teacher, Structured English Immersion	0.25	Goal 1: All students graduate college, career, and community ready.		Maintenance of focused teaching lines for nearly all core teachers to allow focus on one course and prevent burnout related to multiple prep periods.	353-41
Teacher Structured Eng Immersn	\$5,311	LCFF Supplemental	1105	Certificated Teachers' Salaries	6164	Teacher, Structured English Immersion	0.05	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Maintenance of focused teaching lines for nearly all core teachers to allow focus on one course and prevent burnout related to multiple prep periods.	353-42
TSA Classroom 11Mos	\$40,480	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9480	11-Month Classroom Teacher on Special Assignment (TSA)	0.24	Goal 1: All students graduate college, career, and community ready.		Maintenance of focused teaching lines for nearly all core teachers to allow focus on one course and prevent burnout related to multiple prep periods.	353-43
Social Worker, Psychiatric	\$102,329	LCFF Supplemental	1205	Certificated Pupil Support Salaries	9616	Social Worker, Psychiatric	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-44
4310 - Materials and Supplies	\$16,191	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-45
Library Technician	\$93,261	Measure G, Library Support	2205	Classified Support Salaries	8572	Library Technician	1.0	Goal 1: All students graduate college, career, and community ready.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-46

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number: 353**

**School: Oakland International High 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
TSA Classroom 11Mos	\$18,553	Measure H	1119	Certificated Teachers on Special Assignment Salaries	9480	11-Month Classroom Teacher on Special Assignment (TSA)	0.11	Goal 1: All students graduate college, career, and community ready.		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-47
Asst Newcomer Learning Lab	\$77,272	Measure H	2205	Classified Support Salaries	4369	Assistant, Newcomer Learning Lab	1.0	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-48
Asst Newcomer Learning Lab	\$3,442	Measure H	2205	Classified Support Salaries	4494	Assistant, Newcomer Learning Lab	0.06	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-49
Asst Newcomer Learning Lab	\$60,275	Measure H	2205	Classified Support Salaries	4885	Assistant, Newcomer Learning Lab	1.0	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-50
Asst Newcomer Learning Lab	\$65,505	Measure H	2205	Classified Support Salaries	4934	Assistant, Newcomer Learning Lab	1.0	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-51
4399 - Unallocated	\$523	Measure H	4399	Unallocated	n/a	n/a	n/a	n/a		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-52

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High 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
Asst Newcomer Learning Lab	\$53,930	Measure N	2205	Classified Support Salaries	4494	Assistant, Newcomer Learning Lab	0.94	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-53
Meeting Refreshments	\$101	Measure N	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-54
Case Manager 20	\$60,830	Oakland Fund for Children & Youth	2405	Clerical Salaries	9409	Case Manager	0.55	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-55
5825 - Consultants	\$499	Oakland Fund for Children & Youth	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-56
Teacher Structured Eng Immersn	\$5,315	Oakland Public Education Fund	1105	Certificated Teachers' Salaries	6164	Teacher, Structured English Immersion	0.05	Goal 1: All students graduate college, career, and community ready.		Maintenance of focused teaching lines for nearly all core teachers to allow focus on one course and prevent burnout related to multiple prep periods.	353-57
Dir Continuous Ed Lrng Lab	\$103,967	Oakland Public Education Fund	2305	Classified Supervisors' and Administrators' Salaries	9942	Dir Continuous Ed Lrng Lab	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-58

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High 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
4311 - Meeting Refreshments	\$1,557	Oakland Public Education Fund	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-59
Assistant, Newcomer Learning Lab	\$54,671	Proposition 28 (Arts & Music in Schools)	2205	Classified Support Salaries	10348	Assistant, Newcomer Learning Lab	0.70	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	353-60
4310 - Materials and Supplies	\$3,016	Proposition 28 (Arts & Music in Schools)	4310	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-61
Teacher Structured Eng Immersn	\$19,543	Silicon Valley Foundation Grant	1105	Certificated Teachers' Salaries	2358	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Maintenance of focused teaching lines for nearly all core teachers to allow focus on one course and prevent burnout related to multiple prep periods.	353-62
4304 - Classroom Supplies	\$2,030	Silicon Valley Foundation Grant	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-63
5825 - Consultants	\$1,730	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Creation of Reading A courses to address needs of students with limited literacy in any language and no oral English fluency. These classes prepare students to enter other reading courses.	353-64

**PROPOSED 2024-25 SCHOOL SITE BUDGET**

**Site Number:** 353

**School:** Oakland International High 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
TSA Classroom 11Mos	\$59,033	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9480	11-Month Classroom Teacher on Special Assignment (TSA)	0.35	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-65
1120 - Teachers Salaries Stipends	\$3,247	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Maintain affinity groups as space for student connection and basis for staff professional development via Community Walks.	353-66
5880 - Transportation	\$4,325	Title IV, Part A Student Support & Academic Enrichment	5880	Transportation (Contracted)	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	353-67
Teacher STIP	\$91,750	Zellerbach Family Foundation Grant	1105	Certificated Teachers' Salaries	9478	STIP Teacher	1.0	Goal 1: All students graduate college, career, and community ready.		Maintain affinity groups as space for student connection and basis for staff professional development via Community Walks.	353-68
4399 - Unallocated	\$8,250	Zellerbach Family Foundation Grant	4399	Unallocated	n/a	n/a	n/a	n/a		Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-69



## **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.*

### **Oakland International High School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

- Parent Teacher Conferences held for every student in October.
- Online gradebook system Jupiter Ed with parent and student accounts and support with accessing information therein.
- Referrals and commendations texted to families via Jupiter Ed text messages.
- College & Career Night for families in the Fall, Coffee with the School Counselors in the Spring.
- Distribute report cards to families.

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

- Parent Teacher Conferences held for every student in October.
- Online gradebook system Jupiter Ed with parent and student accounts and support with accessing information therein.
- Referrals and commendations texted to families via Jupiter Ed text messages.
- College & Career Night for families in the Fall, Coffee with the School Counselors in the Spring.
- Distribute report cards to families.

#### **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.
- Sharing meeting notes with all families via Parent Square and email.

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

- Informing families during registrations, Parent Teacher Conferences, communications from the school to parents via flyers, robo-calls and parent engagement meetings.

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:

- Informing families during registrations, Parent Teacher Conferences, communications from the school to parents via flyers, robo-calls and parent engagement 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 by:

- Informing families during registrations, Parent Teacher Conferences, communications from the school to parents via flyers, robo-calls and parent engagement meetings. Translation by multilingual staff support communication and district translation services support the distribution of information to families.

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

- Engaging parents through meetings, parent ESL classes, Parent Teacher Conferences, Home Visits, New Roots Gardening & Cooking programs, annual International Festival, restorative justice circles, and through programming through our Wellness Program.

### **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:

- Parent engagement events, Parent Teacher conferences, home visits, parent ESL classes.

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

- Annual CHKS survey, parent engagement events, SSC.

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

- Providing all SSC meeting notes and presentations to parents, flyers home, messages via Parent Square, email and Jupiter Ed.

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

- Parent Engagement events

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

- Providing translation services

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

- Coordinating with the Community School Manager, Newcomer Specialist, Administration, and Wellness team

**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:

- Collaborating with Parent ESL classes provided by Refugees in Transitions (RIT)

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

**Adoption**

This policy was adopted by the **Oakland International High School** on **8/24/23** and will be in effect for the period **August 7, 2023** through **June 30, 2024**.

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

Tom Felix  
**Name of Principal**



**Signature of Principal**

**Date 8/24/2023**

*Please attach the School-Parent Compact to this document.*

## **OIHS School-Parent Compact**

Oakland International High School has jointly developed with and distributed to parents of Title 1 students a School-Parent Compact that outlines how parents, school staff, and students will share responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

### **Building Parent Capacity for Involvement**

Oakland International High School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title 1 parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress
- Provides materials and training to help Title 1 Program Parents work with their children to improve their children's academic achievement. Education takes place in parent conferences, large parent meetings, and free online ESL and technology classes for parents.
- Educates staff, with the assistance of Title 1 parents, on the value of parent contributions and how to work with parents as equal partners. Education takes place in parent conferences, large parent meetings, home visits, and ethnic specific community walks.
- Coordinate and integrate the Title 1 Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. This work is led by the SSC and FSCS advisory board.
- Distributes to Title 1 program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The FSCS manager will use mail and district robo calling technology to communicate with parents about meeting dates and events.
- Provides support, during regularly scheduled meetings, for parental activities requested by the Title 1 Program parents. OIHS provides ESL, technology and cooking classes to support families of Title 1 students.

### **Accessibility**

- Provide opportunities for all Title 1 parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. School report cards,

assessment, A-F grading system, and progress reports are explained to parents annually in 1:1 conferences for every family.

### Adoption

The School PArental Involvement Policy has been developed jointly with, and agreed upon with the parents of children participating in Title 1, Part A Programs. This policy was adopted by the Oakland International School Site Council on August 24, 2023 and will be in effect for the 2023-24 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Oakland International High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's signature)

August 24, 2023

(Date)



## Oakland International School Site Council Membership Roster 2023-2024

### SSC - Officers

<b>Chairperson:</b>	Madenh Ali Hassan
<b>Vice Chairperson:</b>	Carolina [REDACTED]
<b>Secretary:</b>	Tom Felix

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Tom Felix	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Madenh Ali Hassan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Joseph Gapuz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Mallory Moser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Jennifer Kelly-Dewitt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Roxana Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Dola Abdulla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Elsa Di Giuseppe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Carolina [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Abeselom [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>					
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<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Second Tuesdays at 11am.
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

