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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Oakland International High School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Oakland International High School



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

## **2021-2022 School Plan for Student Achievement (SPSA)**

**School:** Oakland International High School  
**CDS Code:** 1612590115667  
**Principal:** Veronica Garcia  
**Date of this revision:** 4/2/2021

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> Veronica Garcia	<b>Position:</b> Principal
<b>Address:</b> 4521 Webster Street Oakland, CA 94609	<b>Telephone:</b> 510-597-4287 <b>Email:</b> veronica.garcia@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/2/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

## 2021-2022 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 (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant        |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input type="checkbox"/> After School Education & Safety Program (ASES)             | <input type="checkbox"/> 21st Century Community Learning Centers    |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |   |

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

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

**Date(s) plan was approved:** 4/2/2021

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

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

**Signatures:**

Veronica Garcia Montejano

*Principal*

*Veronica Garcia Montejano*

Signature

6/4/2021

Date

Tigest Zeberga

*SSC Chairperson*

*Tigest Zeberga*

Signature

6/4/2021

Date

Vanessa Sifuentes, HSN Exec. Director

*Network Superintendent*

*VS*

Signature

6/4/2021

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

7/1/21

Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/19/2021	LT, all staff	Review data, mission, vision
3/15/2021	LT, all staff	Review 2019-2020 SPSA goals
3/17/2021	LT, all staff	Collaborate on Needs Assessment, Strategies and Actions, MTSS Plan, and ELL Crosswalk
3/22/2021	LT, all staff	Finalize SPSA
4/2/21	SSC	SSC approved OIHS 2021-2022 SPSA

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

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

### Early Childhood Education Program

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

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$72,980.00
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	\$926,451.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$66,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$41,800.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,780.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$354,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$62,550.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,450.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$339,671.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$72,980.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$853,471.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$926,451.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Oakland International High School

**School ID:** 353

**School Description**

Oakland International High School is an incredibly diverse public school serving recently arrived immigrants and English Language Learners. Our students come from 25 different countries and speak over 33 different languages. Students work closely together in heterogeneous groups to learn English and gain credits in subjects including math, history and science. Since 100% of our students are English Language Learners, we emphasize reading, speaking, writing and listening in every single class. At Oakland International, no student is anonymous. Each grade level has approximately 100 students. Our small size and our team structure allow personalization, growth and success for our students. In their first two years at Oakland International, students remain with the same team of 5 teachers. In their junior and senior years, students have opportunities for internships and community service in various settings, from businesses to government offices to community organizations. Lastly, all students participate in our multi-media California Partnership Academy that gives students the technology skills required for college and careers.

**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.

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>College/Career Readiness</i></p>	<p>1. Graduation rate for newcomers at OIHS outperformed the district in 2019-2020. The graduation rate for OUSD follows---72.4% for all students; 56.8% for ELLs; 47% for Newcomers. OIHS's graduation rate was 70.6% for all students, 70.3% for ELLs, and 69% for Newcomers.</p> <p>2. A-G Completion: While A-G data has not been released for 19-20 yet, OIHS has consistently performed well in the areas mentioned in terms of outcomes for newcomer ELLs. In 2018-2019, the District reported 54.2% A-G completion rate for all graduating seniors. while OIHS reported 62.6%.</p> <p>3. FAFSA completion rate for 2020-2021 was 82%, down from 94% in 2019-2020. This was largely due to the challenges of distance learning.</p> <p>4. Dual Enrollment---in the Fall of 2019-2020, 51 OIHS students successfully completed DE courses.</p>	<p>1. Internationals Network of Public Schools &amp; The Wellness Center at OIHS: OIHS is a member of the Internationals Network of Public Schools, which provides support for schools to implement and sustain the International's model for instruction. Students take A-G classes with integrated content and language objectives, engage in collaborative, hands on learning, perform public portfolio projects and presentations at each grade level, OIHS supports students with an additional language support class for the newest students, literacy classes for all, and math support for students with interrupted formal education. OIHS offers dual enrollment in ESL and Math, and supports students in Dual Enrollment classes with elective classes during the school day. The Wellness Center at OIHS also is a major support for all students.</p> <p>2. Master Schedule &amp; Summer School: OIHS is able to provide credit recovery opportunities during the school year through post session classes and in the summer via summer school offerings. OIHS offers a 7 period schedule, which also allows seniors and juniors some flexibility to take courses for credit recovery purposes.</p>



<p><i>College/Career Readiness (continued)</i></p>		<p>3. Academic Counseling Team, Grade Level Team, Partners, Collaboration: OIHS has an academic counseling team comprised of two counselors and partnership with East Bay Consortium, which provides a mentor. The counseling team collaborates with the 12th grade teacher team and other key partners (Soccer Without Borders) to support students and families in competing FAFSA and DreamAct applications.</p> <p>4. Academic Counseling Team, OIHS Teachers, and partnership with Peralta Colleges: OIHS has been offering Dual Enrollment for 6 years running. The result in large part to the collaborative work of the Math Department, offering dual enrollment in math, and specifically Statistics, was a means to increase equitable success in community college for OIHS grads by addressing one of the main gatekeepers in that system---successful completion of math requirements for non math majors. The first Calculus DE class was offered this Spring in 2020, and is indicative of the success of the Dual Enrollment program at OIHS. In the Fall of 2019-2020, 51 students at OIHS successfully completed DE courses.</p>
<p><i>Focal Student Supports</i></p>	<ol style="list-style-type: none"> <li>1. Newcomers</li> <li>2. SIFE (students with interrupted formal education)</li> <li>3. UAY (unaccompanied minors)</li> </ol>	<p>Root causes---School design, the Wellness Center, Academic Counseling Team, and relationship with key stakeholders in the district's ELLMA and Enrollment Offices, via the Newcomer Wellness Initiative.</p> <ol style="list-style-type: none"> <li>1. All students are case managed at intake to assess their academic and wellness needs. All students are enrolled in a literacy development elective class (reading.)</li> <li>2. SIFE students are supported with an additional language development or math support elective.</li> <li>3. UAY students are case managed at the point of enrollment and referred to legal support if needed.</li> </ol>

<p><i>Student/Family Supports</i></p>	<ol style="list-style-type: none"> <li>1. Adult ESL classes, and after school tutoring</li> <li>2. The Wellness Team at OIHS &amp; case management during COVID-19</li> <li>3. Family Engagement</li> </ol>	<ol style="list-style-type: none"> <li>1. Partnership with Refugees and Immigrants in Transitions, which provides an ESL instructor to serve OIHS families, as well as the after school tutoring program which serves OIHS students.</li> <li>2. The Wellness Center at OIHS is the hub for all things wellness, offering case management for students and their families. Food bank, food delivery, income insecurity and distribution of funds, as well as connecting students and families to medical, dental, mental health and legal services.</li> <li>3. During COVID 19, family engagement has shifted towards a one to one basis. One exception has been the College and Career night, which reported a record turn out via Zoom.</li> </ol>
<p><i>Staff Supports</i></p>	<ol style="list-style-type: none"> <li>1. Professional Development</li> <li>2. Instructional Coaching</li> <li>3. Collaboration Time</li> </ol>	<ol style="list-style-type: none"> <li>1. PD is teacher led and collaborative, and includes inquiry cycles, curriculum tuning, dilemma protocols, looking at student work, RJ and trauma informed practices, and sharing best instructional practices.</li> <li>2. All teachers had one on one instructional coaching and set professional and student growth goals.</li> <li>3. Teachers had common collaboration time with their planning partners and team members.</li> </ol>

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	WBL opportunities & transitional counseling between HS and Peralta Colleges for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	<p>COVID 19 pandemic impacted our ability to offer and support the Work Based Learning opportunities we usually implement, such as field trips to CTE programs, Career Week panels, and in person internships. OIHS students would benefit from the reinstatement of a dedicated Internship teacher to coordinate these efforts.</p> <p>The academic calendar for OUSD and the enrollment calendar for the Peraltas do not coincide. There is a continual gap in support for OIHS students to make sure they successfully navigate enrollment into Peralta Colleges. OIHS has a need to formalize consistent support for these students. Students entering the work force directly after graduation have had no support. OIHS is in need of a Career Transitions Counselor to support students in planning for post graduation.</p>
<i>Focal Student Supports</i>	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Complex Traumas exacerbated by COVID 19 Pandemic and crises in students' home countries. There is a pull to work for many students, increased responsibilities at home, and impacts on student and family wellness. Acceleration of learning to mitigate impacts of the pandemic.
<i>Student/Family Supports</i>	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	There are incredible demands placed as a result of the pandemic on the Wellness Team at OIHS and complex case management required. Additional staffing (a case manager) is needed.

<i>Staff Supports</i>	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Teachers are being asked to do the impossible by planning for a school year that is largely unclear in terms of a master schedule and type of instructional delivery. Teachers will need professional development that supports flexibility of instructional planning and design. Teachers will need collaboration time built into the master schedule.
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**1C: 20-21 STUDENT GOALS & TARGETS**

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

**School Goal for May 2024:** All students will report they have access to a system of supports, in the classroom and in the school, for applications and interviews for internships, financial aid, career and technical education programs, college, and work so they make tangible steps forward their personal plans for post high school life and be college, career and community ready.

**Instructional Focus Goal:** All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	70.60%	72%	74%
On Track to Graduate: 9th Grade	All Students	This is not a useful measure as most OIHS are new to the country at 9th graders.	This is not a useful measure as most OIHS are new to the country at 9th graders.	This is not a useful measure as most OIHS are new to the country at 9th graders.	This is not a useful measure as most OIHS are new to the country at 9th graders.
On Track to Graduate: 11th Grade	All Students	TBD	41.8%	tbd	tbd
A-G Completion	All Students	n/a	56.5%	tbd	tbd
College/Career Readiness	All Students	TBD	59.2% (Spring 2019)	tbd	tbd
Work Based Learning participation	All Students	TBD	37 students in career preparation	Impacted by COVID 19 pandemic	50 students
FAFSA/ Dream Act completion	All Students	TBD	94%	82%	94.0%

CSU/UC Eligibility	All Students	TBD	60%	TBD	TBD
<b><i>Instructional Focus Goal:</i></b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-204.5 (Spring 2019)	This is not an appropriate measure for newcomers	This is not an appropriate measure for newcomers or SIFE students
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	TBD
IAB ELA Above Standard	All Students	n/a	n/a	This is not an appropriate measure for newcomers	This is not an appropriate measure for newcomers or SIFE students
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	Impacted by COVID 19 pandemic	Impacted by COVID 19 pandemic	see portfolio assessment below
OIHS Portfolio Assessment	All Students	n/a	Impacted by COVID 19 pandemic	Impacted by COVID 19 pandemic	all students successfully complete OIHS portfolio assessment and have a personal plan for growth as a result

**Instructional Focus Goal:** *All students continuously grow towards meeting or exceeding standards in Math and Science.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	This is not an appropriate measure for newcomers or SIFE students	This is not an appropriate measure for newcomers or SIFE students
IAB Math Above Standard	All Students	n/a	n/a	This is not an appropriate measure for newcomers or SIFE students	This is not an appropriate measure for newcomers or SIFE students
CAST (Science) at or above Standard	All Students	n/a	0.6% (Spring 2019)	This is not an appropriate measure for newcomers or SIFE students	This is not an appropriate measure for newcomers or SIFE students
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	Impacted by COVID 19 pandemic	Impacted by COVID 19 pandemic	see portfolio assessment above

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

**School Goal for May 2024:** All students will report that their successful participation in and completion of the OIHS Portfolio Assessment, which includes an authentic performance task or project, and a self reflection on learning growth, has supported them in meeting all criteria of the OIHS graduate profile, including effective written communicator and public speaker.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-215.8 (Spring 2019)	This is not an appropriate measure for newcomers or SIFE students	This is not an appropriate measure for newcomers or SIFE students
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-205.3 (Spring 2019)	This is not an appropriate measure for newcomers or SIFE students	This is not an appropriate measure for newcomers or SIFE students
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	This is not an appropriate measure for newcomers or SIFE students	This is not an appropriate measure for newcomers or SIFE students
IAB ELA Above Standard	English Learners	n/a	n/a	This is not an appropriate measure for newcomers or SIFE students	This is not an appropriate measure for newcomers or SIFE students
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	91.9%	tbd	tbd
Successful Completion of ESL Dual Enrollment	English Learners	n/a	tbd	tbd	tbd

<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-289.7 (Spring 2019)	n/a	This is not an appropriate measure for newcomers or SIFE students
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-240.3 (Spring 2019)	n/a	This is not an appropriate measure for newcomers or SIFE students
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	This is not an appropriate measure for newcomers or SIFE students
IAB Math Above Standard	English Learners	n/a	n/a	n/a	This is not an appropriate measure for newcomers or SIFE students
Successful Completion of Math Dual Enrollment	English Learners	n/a	n/a	n/a	n/a
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	1.9%	n/a	TBD
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	12.5%	n/a	n/a



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

**School Goal for May 2024:** All students report that there is one or more adults at school who have met with their family at school or at their home about their goals, strengths and areas of growth as a student and that they feel supported by one or more adults at the school.

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	64.6%	TBD	TBD
Suspensions	All Students	-2pp	3.1%	0.0%	0.0%
Suspensions	African-American Students	-2pp	0.0%	0.0%	0.0%
Suspensions	Students with Disabilities	-2pp	10.0%	0.0%	0.0%
Chronic Absence	All Students	-2pp	25.8%	31.90%	30.0%
Chronic Absence	African-American Students	-2pp	0.0%	7.1%	5.0%
UCP Complaints	All Students	n/a	n/a	TBD	TBD

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

**School Goal for May 2024:** All teachers report that professional development is teacher centered, collaborative, attuned to adult learner needs and expectations, is equity focused and anti-racist in its approach, leading to a professional space that centers students and their success.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	76% (Fall 2020)	n/a	tbd

**1D: IDENTIFIED NEED**

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

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

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**School:** Oakland International High School

**SPSA Year Reviewed:** 2020-21

**SPSA Link:** [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready**

**Students must be supported by thoughtful and multiple opportunities to acquire English language and literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so they may successfully transition to work and college after high school.**

**Theory of Change:**

OIHS will continue to refine and tune our Wellness Center to support students with tier 1 issues as well as crisis services.

OIHS will continue to invest in second adults in all 9/10 newcomer classrooms and 11th-12th grade reading intervention classrooms in order to support language development, inclusive education and to address SIFE issues.

OIHS will continue to invest in academic counseling resources to support dual enrollment, college/career curriculum, and guidance for students in 9-11th grade.

OIHS will continue to strengthen the 12th grade internship/practicum support classes and to increase opportunities for work based learning and internships for 11th & 12th grade students.

OIHS will continue to provide credit recovery opportunities through summer school, post session class offerings, and independent study.

**Related School Goal:** By May 2023, 98% of all seniors will graduate college, career and community ready.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

2020-2021 was profoundly impacted by the COVID 19 pandemic. The Wellness Team at OIHS has adapted greatly to the needs of students and their families. Newcomer Assistants and Paraprofessionals in particular have been instrumental in re-engaging students in distance learning, and in collaborating with teams of teachers to create academic interventions for struggling students. Dual enrollment and internships have weathered the pandemic, but will need support as they return to in person eventually, OIHS will offer post session in Spring 2021 and a robust in person summer school program in 2021.

**What evidence do you see that your practices are effective?**

The Wellness Team has reported over 1400 hours of direct case management this year to date (March 31, 2021) and an additional 1400 hours in supporting students and families with food assistance, technology support, and relief funds. 85% of OIHS students have been reached by OIHS's most intensive services this year in the first three quarters alone.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Teachers will analyze student work in reference to the OIHS Portfolio Competencies and OIHS Graduate Profile to inform planning and instruction to meet the needs of the students in their classrooms.

<p><b>20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap</b></p>	<p><b>Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.</b></p>
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<p><b>Theory of Change:</b></p>	<p>OIHS will provide all students with a reading intervention/enrichment class, and provide all reading classes with a second adult, to collaborate with reading teachers to monitor and support reading. Designate a lead reading teacher to work with a coach to hold the work of department alignment. Provide reading teachers with PD to support data driven instruction and continue weekly reading department PLC to support reading teachers to share curriculum and receive feedback, align curriculum, analyze reading data, and problem solve for students who are not showing progress.</p> <p>OIHS will provide PD around best practices in reading that supports teachers in pushing past resistance (students and their own) to be facilitated by our 11th grade reading teacher-leader. This literacy focused PD will support our entire staff to integrate complex text analysis throughout the curriculum for all subject areas and will be reinforced through teacher coaching.</p> <p>OIHS instructional coaches, team leaders and admin will shadow students to document the amount of time students are participating in reading across the curriculum and use this data to course correct through whole staff/department PD and 1:1 coaching. Additional data points around reading will be self reported any all teachers, and 2-3 rounds of school wide slice protocols that will document language/content objectives, texts, assignments and student work.</p> <p>OIHS Newcomer Assistants, Paraprofessionals, student teachers, Americorps Vistas, and trained volunteers will be placed in all 9/10 newcomer classrooms and all literacy classrooms to support language development and reading intervention.</p>
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<p><b>Related School Goal:</b></p>	<p>In 2018-19, 34.6% of OIHS students grew 1 year or more in reading, as measured by the Spring SRI.</p> <p>In 2019-20, students' reading growth has been impacted by school closures due to Covid-19. 25.2% of OIHS students grew one or more grade levels in reading compared to 15.7% across all high schools, as measured by the mid year SRI.</p> <p>Going forward, assuming demographic trends continue, we hope to increase that number to at least 40% school wide, as measured by the Spring SRI.</p>
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Distance learning has made administration of the SRI a challenge, and the testing environment is not secure. We will reset baseline data when we return to in person instruction.

**What evidence do you see that your practices are effective?**

While not perfect or entirely appropriate given its inherent cultural biases, the SRI has been one consistent measure of literacy for our students.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We intend to look at our intake process and integrate a literacy assessment in Spanish (to start) to see if that information might help us make more informed decisions regarding literacy support and instruction for the majority of students.

<b>20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged</b>	<b>Students are academically successful when they and their families feel authentically supported by and engaged with all aspects and programming in their school.</b>
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<b>Theory of Change:</b>	<p>The OIHS Wellness Center will continue to integrate the work of COST (mental/medical health, tutoring, academic advising, legal aid, MediCal and SNAP referrals etc.) with urgent situations (housing insecurity, safety, etc.)</p> <p>OIHS will provide PD offerings to teachers and staff support trauma informed instructional and RJ practices in order to reduce disruptive behaviors and maximize student attendance.</p> <p>OIHS will continue to provide mentoring and coordinated interventions for struggling students in order to improve grades and disciplinary outcomes.</p> <p>OIHS will continue to support college planning through advisory curriculum, college trips for all students, and 1:1 academic advising.</p> <p>OIHS will continue to support student leadership through the Wellness Ambassador program, facilitated by the Community School Manager. Wellness Ambassadors will hold welcome circles for new students throughout the year and support new student orientations.</p> <p>OIHS will continue to provide culturally relevant after school programming that supports students academic achievement and social-emotional and physical well being.</p> <p>OIHS will continue to provide a variety of parent engagement events to strengthen the connection between home and school.</p>
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<b>Related School Goal:</b>	By May 2023, 70% or more of students surveyed will report feeling a positive sense of connectedness to the OIHS school community, as measured by the CA Healthy Kids Survey.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

The pandemic has impacted our ability to offer college trips for students, the programming we are able to offer in after school, and the frequency of parent engagement events. These aspects of our programming will need to be reassessed as we move to in person instruction. We have shifted to a remote platform for all counseling (mental health and academic.) The Wellness Ambassador program has also shifted to an online presence. Teachers have adapted community circles in their Zoom classes, as have teachers and staff in their professional development and meetings.

**What evidence do you see that your practices are effective?**

OIHS has centered wellness for students, families and staff. In some ways, we have strengthened our community, and this can be observed in our collective efforts to bring 45% of our students back to in person schooling this spring.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

OIHS teachers and staff will look critically at our implementation of restorative justice practices, as well as our behavior support systems, to make sure we are not unintentionally reproducing practices that are inherently anti-black or otherwise racist, inequitable, or disproportionate.

<p><b>20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff</b></p>	<p><b>Students are best supported though aligned teacher and staff practice, and by thoughtful and coherent school wide systems in which all staff have a shared understanding of the purpose and function of those systems, as well as the data, science and pedagogy that inform them.</b></p>
<p><b>Theory of Change:</b></p>	<p>OIHS will continue to provide professional development focused on trauma informed practice, restorative justice practice, grading for equity, and planning for language integration that is planned and facilitated by OIHS teachers and staff in support of coherent systems and alignment of practice.</p> <p>OIHS advisory teachers will continue to implement community circles in their classes, and coordinate planning of community circles in teams.</p> <p>Grade level teams will continue to case manage students, and will engage both students and families in academic and behavioral health intervention plans and the monitoring of those plans.</p> <p>OIHS will continue to hold parent teacher conferences, community walks for all staff, and home visits to strengthen the connection between school and home.</p> <p>The leadership team at OIHS will ensure that coherence in all systems is maintained through protocols and the documentation and tuning of systems. This will include developing feedback loops to engage staff, families and students.</p>
<p><b>Related School Goal:</b></p>	<p>By May 2023, all OIHS teachers and staff will have participated in foundational professional development including restorative justice and trauma informed practices.</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>The pandemic turned things upside down. It, in itself, has offered lessons on trauma informed practices. We have not even had time to process what it has taught us and what we have learned. We hope to do some of that at our end of year retreat. Folks have leaned into the tenets of teir 1 restorative justice in their online classrooms---clearly the restorative justice work we have been engaging in for years has supported us through distance learning and as a community.</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	
<p>The Wellness Team has done some redesign of systems so that students can make referrals for themselves (and friends, too.) This has decentered the adult in the referral process and has invited students to make these decicions around asking for support on their own. The Wellness Team also led a campaign to demistify mental health counseling, bringing partners in the work to Zoom classes to present information and answer questions. the Wellness Amabssadors also created a social media campaign around wellness.</p>	
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>	
<p>Restorative justice is not enough on its own. OIHS teachers and staff will integrate an abolitionist teaching framework in their collective and individual responses to students needs and in restorative practices. We will build on our all staff reading of "Abolitionist Teaching" by Bettina Love and will read additional books and articles in support of decentering whiteness in our systems and practices.</p>	

<p><b>20-21 Conditions for English Language Learners Priority:</b></p>	<p><b>OIHS is a member of the Internationals Network of Public Schools, and as such, holds the following principles as necessary conditions for newly arrived English Language Learners to learn and grow their multilingual and biliteracy skills so they graduate college, career and community ready.</b></p>
<p><b>Theory of Change:</b></p>	<ol style="list-style-type: none"> <li>1. Heterogeneity and Collaboration -- Students work in heterogeneous groups in all their classes--this allows them many opportunities to practice English with each other, creating bridges across cultural and linguistic differences. Teachers are also expected to collaborate with each other within their teams, departments, and committees. We believe that dialogue and communication within diverse groups of students and teachers are essential to our goal of helping our students learn English and graduate on time.</li> <li>2. Experiential Learning -- Teachers engage students through project-based learning, hands-on experiments, and multimedia. We believe that students who are engaged in the learning process are more motivated and eager to learn in all their academic content areas.</li> <li>3. Language/Content Integration -- All of our teachers are language teachers. They incorporate multiple opportunities for speaking, listening, writing, and reading in all their classes.</li> <li>4. Localized Autonomy &amp; Responsibility -- As an alternative school within the Oakland Unified School District, we have the great privilege and the great responsibility to create high-quality curricula and assessments that are appropriate for our unique student population. Our team, department, and committee structures provide teachers with many opportunities to lead and to create sustainable structures that benefit our students.</li> <li>5. One Learning Model for All -- The collaborative structures in which students work and learn mirrors those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another.</li> <li>6. Rigor -- Part of our mission statement is focused on preparing students for college and the workplace--we aim to do this by ensuring that our curricula and assessments are rigorous and aligned to common core standards. We evaluate students based on effort, growth in English, and mastery of the content in each class and we provide regular feedback to students about their progress in their classes.</li> <li>7. Nurturing Immigrant Students -- Our students are among the most under-served in the nation and here in Oakland. They come to us with a variety of social, emotional, and academic needs. Our vision of being a full service community school centers on our desire to fully serve the needs of our students and their families through special classes, after-school support, and constant communication with parents.</li> <li>8. Education as a Civil Right -- We believe that everyone has the right to an education. We are a public school and we are open to all recently arrived immigrants in the city of Oakland, regardless of the time of their entry to the United States or their educational background. We serve many students who have never attended school before or who need a great deal of support in addition to academics. We strive to be an open and welcoming environment for every student who wants to learn English and graduate from high school.</li> </ol>
<p><b>Related School Goal:</b></p>	<p>English Learner students continuously develop their language, reaching English fluency in six years or less.</p>



**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

OIHS teachers will engage in professional development with teaching language as the focus in 2021-2022. This might look like inquiry groups, PLCs, peer observations, or instructional rounds, depending on the master schedule.

**What evidence do you see that your practices are effective?**

The pandemic required teachers to redesign their curriculum and delivery of instruction. Again, we have not had time to really unpack what has transpired, or distill what we have learned. In the return to in person instruction, there is an opportunity to re-examine what content and language integration means, what it looks like, and how to intentionally plan for it to accelerate student learning.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

The metric for this goal will be the OIHS Portfolio assessment

### **DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

No changes made.

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Oakland International High School

**School ID:** 353

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority  
("Big Rock"):**

Students must be supported by thoughtful and multiple opportunities to acquire English language and literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so they may successfully transition to work and college after high school.

**School Theory of  
Change:**

OIHS will continue to refine and tune our Wellness Center to support students with tier 1 issues as well as crisis services.

OIHS will continue to invest in second adults in all 9/10 newcomer classrooms and 11th-12th grade reading intervention classrooms in order to support language development, inclusive education and to address SIFE issues.

OIHS will continue to invest in academic counseling resources to support dual enrollment, college/career curriculum, and guidance for students in 9-11th grade.

OIHS will continue to strengthen the 12th grade internship/practicum support classes and to increase opportunities for work based learning and internships for 11th & 12th grade students.

OIHS will continue to provide credit recovery opportunities through summer school, post session class offerings, and independent study.

**Related Goal(s):**

All students build relationships to feel connected and engaged in learning.

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

*All students, including ELLs, UAY, SIFE, SpEd and newcomers.*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teacher will analyze students' portfolio projects and presentations to inform their planning moving forward	Ensure there is time before post session, and that teachers are supported to do this work at a very busy time of the year. Make is a celebration, honor the work that was done, and support teachers to reflect on the implementation of their plans and the outcomes, ask them how they might do things differently next time.	PD calendar, PD agendas, teacher reflections and feedback.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-2	Teachers will plan high quality portfolio projects and presentations aligned to the OIHS portfolio competencies and to Internationals' criteria for high quality projects	Create differentiated PD in support of OIHS teachers to plan and implement portfolio projects and presentations at the beginning of the year and throughout. Make sure teachers engage with the portfolio competencies at the start of the year in PD, department and team spaces. Make space for teachers to unpack how they adapted the portfolio process to distance learning and what they learned in the process.	PD calendar, department and team calendars, PD agendas, teacher reflections and feedback.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-3	Teachers will engage in inquiry cycles, instructional rounds, and/or peer observations, with a focus on content and language integration	Plan for structured department time or PD time to hold space for inquiry, instructional rounds, or peer observations, and making sure the work is supported with a framework and protocol to document the learning.	Documentation of the learning (before, during and after) that is either written or videotaped or sketch notes that can be shared. Provide an exemplar.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

1-4	Teachers will plan for content and language integration in all classes in support of accelerated learning for all students	Protect collaboration time and teacher planning time.	Master schedule supports collaboration planning time during the day, calendar for PD, department and team meetings does not intrude on this time.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-5	Teachers will engage in PD in support of alignment with Internationals' criteria for high quality projects aligned to the Media Academy's goals for student outcomes	Create differentiated PD in support of OIHS teachers to learn, explore and extend project based learning in their course curriculum facilitated by the media Academy director	PD agenda, teacher reflection, instructional artifacts (such as lesson plans, student work, video, scaffolds.)	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-6	Teachers will engage in PD in support of greater coherence around best practices for content and language integration	Create differentiated PD in support of OIHS teachers to learn, explore and extend content and language integration in their course curriculum.	PD agenda, teacher reflection, instructional artifacts (such as lesson plans, student work, video, scaffolds.)	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-7	Teachers will tune scope and sequences, units, projects and/or lessons	Create PD time for tuning throughout the year at times that are most supportive for teachers and students (i.e. beginning of the year, prior to portfolio assessment, etc.)	PD calendar has tunings scheduled, there is a protocol to follow, teachers bring materials to tune.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

1-8	In teams, teachers will collaborate to standardize gradebook practices in support of greater coherence for students, family and support staff to better coordinate academic support and interventions	Beginning of the year PD includes time for teams to do this work. Provide some examples and a protocol for making decisions to teams. Make time for teams to share out and give and receive feedback on their plans.	Gradebooks are uniform across 9-10 classrooms, 11th and 12th and easily understood.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
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<b>Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	
<b>School Priority ("Big Rock"):</b>	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.
<b>School Theory of Change:</b>	<p>OIHS will provide all students with a reading intervention/enrichment class, and provide all reading classes with a second adult, to collaborate with reading teachers to monitor and support reading. Designate a lead reading teacher to work with a coach to hold the work of department alignment. Provide reading teachers with PD to support data driven instruction and continue weekly reading department PLC to support reading teachers to share curriculum and receive feedback, align curriculum, analyze reading data, and problem solve for students who are not showing progress.</p> <p>OIHS will provide PD around best practices in reading that supports teachers in pushing past resistance (students and their own) to be facilitated by our 11th grade reading teacher-leader. This literacy focused PD will support our entire staff to integrate complex text analysis throughout the curriculum for all subject areas and will be reinforced through teacher coaching.</p> <p>OIHS instructional coaches, team leaders and admin will shadow students to document the amount of time students are participating in reading across the curriculum and use this data to course correct through whole staff/department PD and 1:1 coaching. Additional data points around reading will be self reported any all teachers, and 2-3 rounds of school wide slice protocols that will document language/content objectives, texts, assignments and student work.</p> <p>OIHS Newcomer Assistants, Paraprofessionals, student teachers, Americorps Vistas, and trained volunteers will be placed in all 9/10 newcomer classrooms and all literacy classrooms to support language development and reading intervention.</p>
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All students, including ELLs, UAY, SIFE, SpEd and newcomers.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers plan for newcomer assistant support in grade level teams, making plans to address missed opportunities and gaps to ensure all students graduate college, career ad community ready, including ELLs, Newcomers, SIFE, UAY and SpEd students	Create team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, team plan	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-2	Grade level teams document types of texts and types of reading opportunities in all classes across the team in order to determine missed opportunities and gaps	Team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, team organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-3	Grade level teams analyze SRI reading data to raise implications for instructional planning	Team calendar and objectives, provide SRI data, a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, team organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-4	Grade level teams make a plan to support administration of the SRI so that all students are tested	Team calendar and objectives, in support of PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, plan for SRI testing	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

2-5	Departments look at Comprehensive Student Data Rosters and implications for planning instruction, grouping students	Department calendar and objectives, provide CSDR, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, department organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-6	Departments plan for supporting reading in class for all students, regardless of literacy level, and share best practices	Department calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, department organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	
2-7	Review reading strategies and close reading (all teachers)	Plan PD for August, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	PD agenda, teacher reflections and feedback	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-8	At the beginning of the year, teachers engage in PD that provides context for literacy instruction at OIHS, establish shared commitment to literacy support and instruction across the school, reflect on successes, challenges and growth areas as teachers of reading	Plan PD for August, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	PD agenda, teacher reflections and feedback	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1



<b>Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>	
<b>School Priority ("Big Rock"):</b>	Students are academically successful when they and their families feel authentically supported by and engaged with all aspects and programming in their school.
<b>School Theory of Change:</b>	<p>The OIHS Wellness Center will continue to integrate the work of COST (mental/medical health, tutoring, academic advising, legal aid, MediCal and SNAP referrals etc.) with urgent situations (housing insecurity, safety, etc.)</p> <p>OIHS will provide PD offerings to teachers and staff support trauma informed instructional and RJ practices in order to reduce disruptive behaviors and maximize student attendance.</p> <p>OIHS will continue to provide mentoring and coordinated interventions for struggling students in order to improve grades and disciplinary outcomes.</p> <p>OIHS will continue to support college planning through advisory curriculum, college trips for all students, and 1:1 academic advising.</p> <p>OIHS will continue to support student leadership through the Wellness Ambassador program, facilitated by the Community School Manager. Wellness Ambassadors will hold welcome circles for new students throughout the year and support new student orientations.</p> <p>OIHS will continue to provide culturally relevant after school programming that supports students academic achievement and social-emotional and physical well being.</p> <p>OIHS will continue to provide a variety of parent engagement events to strengthen the connection between home and school.</p>
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All students, including ELLs, UAY, SIFE, SpEd and newcomers.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Internship teacher to supervise student internships and teach career skills	Hire an internship teacher to supervise student internships and teach career skills, collaborating with teacher teams and academic counseling team	Internship elective class	WBL opportunities & transitional counseling between HS and Peralta Colleges for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
3-2	Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/oe CTE programs	Hire a Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/oe CTE programs	Career Transition Counselor with caseload of up to 30 students	WBL opportunities & transitional counseling between HS and Peralta Colleges for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 2
3-3	Family Engagement events to address tech literacy divide	CSM plans family engagement calendar to include affinity groups, college and career night, and connect families to resources and partners	Agendas, sign in sheets	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
3-4	Plan and coordinate interventions to increase engagement, attendance, course passage rates	Budget for ET/OT in support of tier 3 interventions, support with scheduled meetings to share data and best practices, Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	data, agendas	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 3

3-5	Continued support of the Wellness Ambassador program, coordinated by Wellness Team staff	Fully staffed wellness center, wellness team, COST team, and counseling services, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Wellness Ambassador meetings, push in to advisories, projects, welcome circles	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
3-6	Continued support of the after school program and partners	Sustain partnerships with after school program providers, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	After school attendance	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
3-7	College field trips	Budget for buses in support of college and CTE field trips, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	field trips	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
3-8	Restorative Justice PD	Plan for RJ PD in August, incorporate RJ practices in PD throughout the year, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	PD agendas	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1

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

<b>School Priority ("Big Rock"):</b>	<p>Students are best supported through aligned teacher and staff practice, and by thoughtful and coherent school wide systems in which all staff have a shared understanding of the purpose and function of those systems, as well as the data, science and pedagogy that inform them.</p>
<b>School Theory of Change:</b>	<p>OIHS will continue to provide professional development focused on trauma informed practice, restorative justice practice, grading for equity, and planning for language integration that is planned and facilitated by OIHS teachers and staff in support of coherent systems and alignment of practice.</p> <p>OIHS advisory teachers will continue to implement community circles in their classes, and coordinate planning of community circles in teams.</p> <p>Grade level teams will continue to case manage students, and will engage both students and families in academic and behavioral health intervention plans and the monitoring of those plans.</p> <p>OIHS will continue to hold parent teacher conferences, community walks for all staff, and home visits to strengthen the connection between school and home.</p> <p>The leadership team at OIHS will ensure that coherence in all systems is maintained through protocols and the documentation and tuning of systems. This will include developing feedback loops to engage staff, families and students.</p>
<b>Related Goal(s):</b>	<p>All teachers report that professional development is teacher centered, collaborative, attuned to adult learner needs and expectations, is equity focused and anti-racist in its approach, leading to a professional space that centers students and their success.</p>
<b>Students to be served by these actions:</b>	<p><i>All students, including ELLs, UAY, SIFE, SpEd and newcomers.</i></p>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Grade level teams of teachers know the types and frequency of reading opportunities across their team by each quarter or semester and plan to address gaps and missed opportunities.	Team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, team organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
4-2	All teachers plan backwards from the OIHS Portfolio Assessment, using the OIHS Portfolio Competencies and presentation rubric as a framework for planning.	Set the expectation in May for teachers to plan accordingly for 2021-2022, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar, department and team calendars, PD agendas, teacher reflections and feedback.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
4-3	All teachers plan projects aligned to the Internationals' criteria for high quality projects	Create differentiated PD in support of OIHS teachers to plan and implement portfolio projects and presentations at the beginning of the year and throughout, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar, department and team calendars, PD agendas, teacher reflections and feedback.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

4-4	Grade level teams case manage students	Create team meeting calendar, objectives, protocols, PD on referrals to COST and Wellness Team, in support of Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar and agenda	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 2
4-5	Teachers and staff will implement community circles at all grade levels, lean into tier 2 & 3 circles as needed, and will participate in RJ to resolve conflict among adult colleagues when appropriate	Plan for RJ PD in August, incorporate RJ practices in PD throughout the year, in support of Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar and agenda	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 3
4-6	Library staff will collaborate with teachers will support students to read a loud during family literacy events at the school and table for community partners and resources	Hire a part time Library Technician to collaborate with teachers and staff on family literacy events for all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar, family engagement calendar, leadership team meetings & agendas	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
4-7	Monthly food bank for students and families	Work with CSM and partners to provide access to healthy foods for students and adults in support of Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Family engagement calendar	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 2
4-8	In person registration and intake	Work with staff to plan in person registration for 2021-2022 to ensure equitable access for all students and families	Registration plan, outreach to families using all communication apps and tools	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

4-9	All teachers and their grade level teams have normed what is mastery for their content and course, grading practices, and grade book set up---keeping online grade books up to date and accurate, and have instructed students and families how to read their grades/feedback and make improvements with support during the school day and in after school tutoring.	Plan for teams to collaborate on norming grading practices during August PD and plan for consistent check ins during leadership to support team leaders in planning team wide supports and interventions for all students, including ELLs, Newcomers, SIFE, UAY and SpEd students.	PD and leadership team agendas, analysis of gradebooks, grade mark analysis.	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
4-10	Invest in prep period for Media Academy Director to coordinate and align California Partnership Academy, CTE program, and Pathway work to increaseand diversity work basedlearning and internship opportunities for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Collaborate to develop multi-year vision and goal for our Media Academy in support of work based learning and internship opportunities in support of increased pathway participation rate and career transition program for students choosing a career path directly after high school graduation	Collection and analysis of student outcome data	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	OIHS is a member of the Internationals Network of Public Schools, and as such, holds the following principles as necessary conditions for newly arrived English Language Learners to learn and grow their multilingual and biliteracy skills so they graduate college, career and community ready.
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<p><b>School Theory of Change:</b></p>	<ol style="list-style-type: none"> <li>1. Heterogeneity and Collaboration -- Students work in heterogeneous groups in all their classes--this allows them many opportunities to practice English with each other, creating bridges across cultural and linguistic differences. Teachers are also expected to collaborate with each other within their teams, departments, and committees. We believe that dialogue and communication within diverse groups of students and teachers are essential to our goal of helping our students learn English and graduate on time.</li> <li>2. Experiential Learning -- Teachers engage students through project-based learning, hands-on experiments, and multimedia. We believe that students who are engaged in the learning process are more motivated and eager to learn in all their academic content areas.</li> <li>3. Language/Content Integration -- All of our teachers are language teachers. They incorporate multiple opportunities for speaking, listening, writing, and reading in all their classes.</li> <li>4. Localized Autonomy &amp; Responsibility -- As an alternative school within the Oakland Unified School District, we have the great privilege and the great responsibility to create high-quality curricula and assessments that are appropriate for our unique student population. Our team, department, and committee structures provide teachers with many opportunities to lead and to create sustainable structures that benefit our students.</li> <li>5. One Learning Model for All -- The collaborative structures in which students work and learn mirrors those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another.</li> <li>6. Rigor -- Part of our mission statement is focused on preparing students for college and the workplace--we aim to do this by ensuring that our curricula and assessments are rigorous and aligned to common core standards. We evaluate students based on effort, growth in English, and mastery of the content in each class and we provide regular feedback to students about their progress in their classes.</li> <li>7. Nurturing Immigrant Students -- Our students are among the most under-served in the nation and here in Oakland. They come to us with a variety of social, emotional, and academic needs. Our vision of being a full service community school centers on our desire to fully serve the needs of our students and their families through special classes, after-school support, and constant communication with parents.</li> <li>8. Education as a Civil Right -- We believe that everyone has the right to an education. We are a public school and we are open to all recently arrived immigrants in the city of Oakland, regardless of the time of their entry to the United States or their educational background. We serve many students who have never attended school before or who need a great deal of support in addition to academics. We strive to be an open and welcoming environment for every student who wants to learn English and graduate from high school.</li> </ol>
<p><b>Related Goal(s):</b></p>	<p>English Learner students continuously develop their language, reaching English fluency in six years or less.</p>



<b>Students to be served by these actions:</b>		<i>All students, including ELLs, UAY, SIFE, SpEd and newcomers.</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
5-1	All teachers plan and teach reading/literacy.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-2	All teachers integrate content and language instruction.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-3	All teachers plan high quality projects.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.		Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-4	All teachers plan standards based curriculum.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1

5-5	All teachers provide opportunities for listening, speaking, reading, and writing practice in their curriculum.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-6	All teachers plan for student collaboration.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-7	All teachers group students intentionally.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, seating charts, classroom observations.	Addressing the needs of all students, including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 3
5-8	All teachers case manage students.	Provide team meeting calendar with protocol for casemanagement. Provide PD in August on systems for COST and Wellness Team referrals.	Referrals to COST and Wellness team.	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 2

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Oakland International High School

**School ID:** 353

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority  
("Big Rock"):**

Students must be supported by thoughtful and multiple opportunities to acquire English language and literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so they may successfully transition to work and college after high school.

**School Theory of  
Change:**

OIHS will continue to refine and tune our Wellness Center to support students with tier 1 issues as well as crisis services.

OIHS will continue to invest in second adults in all 9/10 newcomer classrooms and 11th-12th grade reading intervention classrooms in order to support language development, inclusive education and to address SIFE issues.

OIHS will continue to invest in academic counseling resources to support dual enrollment, college/career curriculum, and guidance for students in 9-11th grade.

OIHS will continue to strengthen the 12th grade internship/practicum support classes and to increase opportunities for work based learning and internships for 11th & 12th grade students.

OIHS will continue to provide credit recovery opportunities through summer school, post session class offerings, and independent study.

**Related Goal(s):**

All students build relationships to feel connected and engaged in learning.

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

*All students, including ELLs, UAY, SIFE, SpEd and newcomers.*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teacher will analyze students' portfolio projects and presentations to inform their planning moving forward	Ensure there is time before post session, and that teachers are supported to do this work at a very busy time of the year. Make is a celebration, honor the work that was done, and support teachers to reflect on the implementation of their plans and the outcomes, ask them how they might do things differently next time.	PD calendar, PD agendas, teacher reflections and feedback.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-2	Teachers will plan high quality portfolio projects and presentations aligned to the OIHS portfolio competencies and to Internationals' criteria for high quality projects	Create differentiated PD in support of OIHS teachers to plan and implement portfolio projects and presentations at the beginning of the year and throughout. Make sure teachers engage with the portfolio competencies at the start of the year in PD, department and team spaces. Make space for teachers to unpack how they adapted the portfolio process to distance learning and what they learned in the process.	PD calendar, department and team calendars, PD agendas, teacher reflections and feedback.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-3	Teachers will engage in inquiry cycles, instructional rounds, and/or peer observations, with a focus on content and language integration	Plan for structured department time or PD time to hold space for inquiry, instructional rounds, or peer observations, and making sure the work is supported with a framework and protocol to document the learning.	Documentation of the learning (before, during and after) that is either written or videotapped or sketch notes that can be shared. Provide an exemplar.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

1-4	Teachers will plan for content and language integration in all classes in support of accelerated learning for all students	Protect collaboration time and teacher planning time.	Master schedule supports collaboration planning time during the day, calendar for PD, department and team meetings does not intrude on this time.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-5	Teachers will engage in PD in support of alignment with Internationals' criteria for high quality projects aligned to the Media Academy's goals for student outcomes	Create differentiated PD in support of OIHS teachers to learn, explore and extend project based learning in their course curriculum facilitated by the media Academy director	PD agenda, teacher reflection, instructional artifacts (such as lesson plans, student work, video, scaffolds.)	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-6	Teachers will engage in PD in support of greater coherence around best practices for content and language integration	Create differentiated PD in support of OIHS teachers to learn, explore and extend content and language integration in their course curriculum.	PD agenda, teacher reflection, instructional artifacts (such as lesson plans, student work, video, scaffolds.)	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
1-7	Teachers will tune scope and sequences, units, projects and/or lessons	Create PD time for tuning throughout the year at times that are most supportive for teachers and students (i.e. beginning of the year, prior to portfolio assessment, etc.)	PD calendar has tunings scheduled, there is a protocol to follow, teachers bring materials to tune.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

1-8	In teams, teachers will collaborate to standardize gradebook practices in support of greater coherence for students, family and support staff to better coordinate academic support and interventions	Beginning of the year PD includes time for teams to do this work. Provide some examples and a protocol for making decisions to teams. Make time for teams to share out and give and receive feedback on their plans.	Gradebooks are uniform across 9-10 classrooms, 11th and 12th and easily understood.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
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<b>Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	
<b>School Priority ("Big Rock"):</b>	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.
<b>School Theory of Change:</b>	<p>OIHS will provide all students with a reading intervention/enrichment class, and provide all reading classes with a second adult, to collaborate with reading teachers to monitor and support reading. Designate a lead reading teacher to work with a coach to hold the work of department alignment. Provide reading teachers with PD to support data driven instruction and continue weekly reading department PLC to support reading teachers to share curriculum and receive feedback, align curriculum, analyze reading data, and problem solve for students who are not showing progress.</p> <p>OIHS will provide PD around best practices in reading that supports teachers in pushing past resistance (students and their own) to be facilitated by our 11th grade reading teacher-leader. This literacy focused PD will support our entire staff to integrate complex text analysis throughout the curriculum for all subject areas and will be reinforced through teacher coaching.</p> <p>OIHS instructional coaches, team leaders and admin will shadow students to document the amount of time students are participating in reading across the curriculum and use this data to course correct through whole staff/department PD and 1:1 coaching. Additional data points around reading will be self reported any all teachers, and 2-3 rounds of school wide slice protocols that will document language/content objectives, texts, assignments and student work.</p> <p>OIHS Newcomer Assistants, Paraprofessionals, student teachers, Americorps Vistas, and trained volunteers will be placed in all 9/10 newcomer classrooms and all literacy classrooms to support language development and reading intervention.</p>
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All students, including ELLs, UAY, SIFE, SpEd and newcomers.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers plan for newcomer assistant support in grade level teams, making plans to address missed opportunities and gaps to ensure all students graduate college, career ad community ready, including ELLs, Newcomers, SIFE, UAY and SpEd students	Create team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, team plan	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-2	Grade level teams document types of texts and types of reading opportunities in all classes across the team in order to determine missed opportunities and gaps	Team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, team organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-3	Grade level teams analyze SRI reading data to raise implications for instructional planning	Team calendar and objectives, provide SRI data, a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, team organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-4	Grade level teams make a plan to support administration of the SRI so that all students are tested	Team calendar and objectives, in support of PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, plan for SRI testing	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1



2-5	Departments look at Comprehensive Student Data Rosters and implications for planning instruction, grouping students	Department calendar and objectives, provide CSDR, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, department organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-6	Departments plan for supporting reading in class for all students, regardless of literacy level, and share best practices	Department calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, department organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	
2-7	Review reading strategies and close reading (all teachers)	Plan PD for August, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	PD agenda, teacher reflections and feedback	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
2-8	At the beginning of the year, teachers engage in PD that provides context for literacy instruction at OIHS, establish shared commitment to literacy support and instruction across the school, reflect on successes, challenges and growth areas as teachers of reading	Plan PD for August, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	PD agenda, teacher reflections and feedback	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

<b>Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>	
<b>School Priority ("Big Rock"):</b>	Students are academically successful when they and their families feel authentically supported by and engaged with all aspects and programming in their school.
<b>School Theory of Change:</b>	<p>The OIHS Wellness Center will continue to integrate the work of COST (mental/medical health, tutoring, academic advising, legal aid, MediCal and SNAP referrals etc.) with urgent situations (housing insecurity, safety, etc.)</p> <p>OIHS will provide PD offerings to teachers and staff support trauma informed instructional and RJ practices in order to reduce disruptive behaviors and maximize student attendance.</p> <p>OIHS will continue to provide mentoring and coordinated interventions for struggling students in order to improve grades and disciplinary outcomes.</p> <p>OIHS will continue to support college planning through advisory curriculum, college trips for all students, and 1:1 academic advising.</p> <p>OIHS will continue to support student leadership through the Wellness Ambassador program, facilitated by the Community School Manager. Wellness Ambassadors will hold welcome circles for new students throughout the year and support new student orientations.</p> <p>OIHS will continue to provide culturally relevant after school programming that supports students academic achievement and social-emotional and physical well being.</p> <p>OIHS will continue to provide a variety of parent engagement events to strengthen the connection between home and school.</p>
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All students, including ELLs, UAY, SIFE, SpEd and newcomers.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Internship teacher to supervise student internships and teach career skills	Hire an internship teacher to supervise student internships and teach career skills, collaborating with teacher teams and academic counseling team	Internship elective class	WBL opportunities & transitional counseling between HS and Peralta Colleges for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
3-2	Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/oe CTE programs	Hire a Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/oe CTE programs	Career Transition Counselor with caseload of up to 30 students	WBL opportunities & transitional counseling between HS and Peralta Colleges for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 2
3-3	Family Engagement events to address tech literacy divide	CSM plans family engagement calendar to include affinity groups, college and career night, and connect families to resources and partners	Agendas, sign in sheets	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
3-4	Plan and coordinate interventions to increase engagement, attendance, course passage rates	Budget for ET/OT in support of tier 3 interventions, support with scheduled meetings to share data and best practices, Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	data, agendas	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 3

3-5	Continued support of the Wellness Ambassador program, coordinated by Wellness Team staff	Fully staffed wellness center, wellness team, COST team, and counseling services, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Wellness Ambassador meetings, push in to advisories, projects, welcome circles	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
3-6	Continued support of the after school program and partners	Sustain partnerships with after school program providers, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	After school attendance	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
3-7	College field trips	Budget for buses in support of college and CTE field trips, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	field trips	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
3-8	Restorative Justice PD	Plan for RJ PD in August, incorporate RJ practices in PD throughout the year, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	PD agendas	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1

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

<b>School Priority ("Big Rock"):</b>	Students are best supported through aligned teacher and staff practice, and by thoughtful and coherent school wide systems in which all staff have a shared understanding of the purpose and function of those systems, as well as the data, science and pedagogy that inform them.
<b>School Theory of Change:</b>	<p>OIHS will continue to provide professional development focused on trauma informed practice, restorative justice practice, grading for equity, and planning for language integration that is planned and facilitated by OIHS teachers and staff in support of coherent systems and alignment of practice.</p> <p>OIHS advisory teachers will continue to implement community circles in their classes, and coordinate planning of community circles in teams.</p> <p>Grade level teams will continue to case manage students, and will engage both students and families in academic and behavioral health intervention plans and the monitoring of those plans.</p> <p>OIHS will continue to hold parent teacher conferences, community walks for all staff, and home visits to strengthen the connection between school and home.</p> <p>The leadership team at OIHS will ensure that coherence in all systems is maintained through protocols and the documentation and tuning of systems. This will include developing feedback loops to engage staff, families and students.</p>
<b>Related Goal(s):</b>	All teachers report that professional development is teacher centered, collaborative, attuned to adult learner needs and expectations, is equity focused and anti-racist in its approach, leading to a professional space that centers students and their success.
<b>Students to be served by these actions:</b>	<i>All students, including ELLs, UAY, SIFE, SpEd and newcomers.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Grade level teams of teachers know the types and frequency of reading opportunities across their team by each quarter or semester and plan to address gaps and missed opportunities.	Team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Agenda, team organizer	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
4-2	All teachers plan backwards from the OIHS Portfolio Assessment, using the OIHS Portfolio Competencies and presentation rubric as a framework for planning.	Set the expectation in May for teachers to plan accordingly for 2021-2022, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar, department and team calendars, PD agendas, teacher reflections and feedback.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
4-3	All teachers plan projects aligned to the Internationals' criteria for high quality projects	Create differentiated PD in support of OIHS teachers to plan and implement portfolio projects and presentations at the beginning of the year and throughout, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar, department and team calendars, PD agendas, teacher reflections and feedback.	PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

4-4	Grade level teams case manage students	Create team meeting calendar, objectives, protocols, PD on referrals to COST and Wellness Team, in support of Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar and agenda	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 2
4-5	Teachers and staff will implement community circles at all grade levels, lean into tier 2 & 3 circles as needed, and will participate in RJ to resolve conflict among adult colleagues when appropriate	Plan for RJ PD in August, incorporate RJ practices in PD throughout the year, in support of Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar and agenda	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 3
4-6	Library staff will collaborate with teachers will support students to read a loud during family literacy events at the school and table for community partners and resources	Hire a part time Library Technician to collaborate with teachers and staff on family literacy events for all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	PD calendar, family engagement calendar, leadership team meetings & agendas	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1
4-7	Monthly food bank for students and families	Work with CSM and partners to provide access to healthy foods for students and adults in support of Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Family engagement calendar	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 2
4-8	In person registration and intake	Work with staff to plan in person registration for 2021-2022 to ensure equitable access for all students and families	Registration plan, outreach to families using all communication apps and tools	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 1

4-9	All teachers and their grade level teams have normed what is mastery for their content and course, grading practices, and grade book set up---keeping online grade books up to date and accurate, and have instructed students and families how to read their grades/feedback and make improvements with support during the school day and in after school tutoring.	Plan for teams to collaborate on norming grading practices during August PD and plan for consistent check ins during leadership to support team leaders in planning team wide supports and interventions for all students, including ELLs, Newcomers, SIFE, UAY and SpEd students.	PD and leadership team agendas, analysis of gradebooks, grade mark analysis.	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
4-10	Invest in prep period for Media Academy Director to coordinate and align California Partnership Academy, CTE program, and Pathway work to increaseand diversity work basedlearning and internship opportunities for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Collaborate to develop multi-year vision and goal for our Media Academy in support of work based learning and internship opportunities in support of increased pathway participation rate and career transition program for students choosing a career path directly after high school graduation	Collection and analysis of student outcome data	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	OIHS is a member of the Internationals Network of Public Schools, and as such, holds the following principles as necessary conditions for newly arrived English Language Learners to learn and grow their multilingual and biliteracy skills so they graduate college, career and community ready.
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<p><b>School Theory of Change:</b></p>	<ol style="list-style-type: none"> <li>1. Heterogeneity and Collaboration -- Students work in heterogeneous groups in all their classes--this allows them many opportunities to practice English with each other, creating bridges across cultural and linguistic differences. Teachers are also expected to collaborate with each other within their teams, departments, and committees. We believe that dialogue and communication within diverse groups of students and teachers are essential to our goal of helping our students learn English and graduate on time.</li> <li>2. Experiential Learning -- Teachers engage students through project-based learning, hands-on experiments, and multimedia. We believe that students who are engaged in the learning process are more motivated and eager to learn in all their academic content areas.</li> <li>3. Language/Content Integration -- All of our teachers are language teachers. They incorporate multiple opportunities for speaking, listening, writing, and reading in all their classes.</li> <li>4. Localized Autonomy &amp; Responsibility -- As an alternative school within the Oakland Unified School District, we have the great privilege and the great responsibility to create high-quality curricula and assessments that are appropriate for our unique student population. Our team, department, and committee structures provide teachers with many opportunities to lead and to create sustainable structures that benefit our students.</li> <li>5. One Learning Model for All -- The collaborative structures in which students work and learn mirrors those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another.</li> <li>6. Rigor -- Part of our mission statement is focused on preparing students for college and the workplace--we aim to do this by ensuring that our curricula and assessments are rigorous and aligned to common core standards. We evaluate students based on effort, growth in English, and mastery of the content in each class and we provide regular feedback to students about their progress in their classes.</li> <li>7. Nurturing Immigrant Students -- Our students are among the most under-served in the nation and here in Oakland. They come to us with a variety of social, emotional, and academic needs. Our vision of being a full service community school centers on our desire to fully serve the needs of our students and their families through special classes, after-school support, and constant communication with parents.</li> <li>8. Education as a Civil Right -- We believe that everyone has the right to an education. We are a public school and we are open to all recently arrived immigrants in the city of Oakland, regardless of the time of their entry to the United States or their educational background. We serve many students who have never attended school before or who need a great deal of support in addition to academics. We strive to be an open and welcoming environment for every student who wants to learn English and graduate from high school.</li> </ol>
<p><b>Related Goal(s):</b></p>	<p>English Learner students continuously develop their language, reaching English fluency in six years or less.</p>

<b>Students to be served by these actions:</b>		<i>All students, including ELLs, UAY, SIFE, SpEd and newcomers.</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
5-1	All teachers plan and teach reading/literacy.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-2	All teachers integrate content and language instruction.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-3	All teachers plan high quality projects.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.		Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-4	All teachers plan standards based curriculum.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1

5-5	All teachers provide opportunities for listening, speaking, reading, and writing practice in their curriculum.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-6	All teachers plan for student collaboration.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, classroom observations.	Addressing the needs of all students, including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1
5-7	All teachers group students intentionally.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Scope & sequences, unit plans, lesson plans, student work, seating charts, classroom observations.	Addressing the needs of all students, including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 3
5-8	All teachers case manage students.	Provide team meeting calendar with protocol for casemanagement. Provide PD in August on systems for COST and Wellness Team referrals.	Referrals to COST and Wellness team.	Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Tier 2



## **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 send 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 recommendations 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 ELL Snapshots, 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 recommendations 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 ELL Snapshots, 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 me, to which all parents shall be invited and encouraged to send, 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 Talking Points 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 meengs.

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 meengs.

The school distributes information related to school and parent programs, meengs, school reports, and other acvies 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 meengs.  
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 meengs, 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 acvies 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, pracces, 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 Talking Points, email and Jupiter Ed.

The school involves parents in an organized, ongoing, and mely 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 SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office*

#### **Adopon**

This policy was adopted by the **Oakland International High School** on **10/16/20** and will be in effect for the period **August 10, 2020** through **May 27, 2021** .

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

Veronica Garcia Montejano *Veronica Garcia Montejano* **Name of Principal Signature of Principal**

**Date 10/16/20**

*Please aach 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's 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 October 11, 2019 and will be in effect for the 2019-2020 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.

Veronica Durcia  
(Principal's signature)

10/16/20  
(Date)





Strategic Resource Planning (SRP)

**Oakland International High School**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	Tigest Zeberga
Vice Chairperson:	Asma Hassan
Secretary:	Lucy Caniz Tiu

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
William Des Jardins, Parent				<b>X</b>		<b>1</b>
Madenh Hassan, Teacher		<b>X</b>				<b>1</b>
Daniel Yoo, Teacher		<b>X</b>				<b>1</b>
Irene Kim, Teacher		<b>X</b>				<b>1</b>
Dola Abdulla, OIHS Staff			<b>X</b>			<b>1</b>
Veronica Garcia Montejano, OIHS Principal	<b>X</b>					<b>2</b>
Tigest Zeberga, Student					<b>X</b>	<b>1</b>
Asma Hassan, Student					<b>X</b>	<b>1</b>
Lucy Caniz Tiu, Student					<b>X</b>	<b>1</b>
Jim Morgan, Community Member				<b>X</b>		<b>1</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Second Friday of every month, 3-4:30
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)