

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$236,203.00	\$236,203.00	\$0.00	Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$0.00	\$177,784.00	-\$177,784.00
General Purpose Discretionary	\$0.00	\$81,800.00	-\$81,800.00	Measure G	\$0.00	\$30,373.00	-\$30,373.00
LCFF Supplemental	\$0.00	\$360,700.29	-\$360,700.29	Measure N	\$319,289.86	\$319,289.00	\$0.86
LCFF Concentration	\$0.00	\$0.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$93,995.00	-\$93,995.00	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$1,801.00	-\$1,801.00	California Partnership Academy	\$0.00	\$76,601.00	-\$76,601.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
\$3,000.00	21st Century Community Learning Centers	Stipends for teachers to support afterschool programming, tutoring, and clubs to advance student achievement, school climate and wellness	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		353-1
\$37,707.00	21st Century Community Learning Centers	Newcomer Assistant to provide support in the afterschool program and coordinate all volunteer services, training and outreach	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	4838	Enter position number at left.		353-2
\$9,000.00	21st Century Community Learning Centers	SSO afterschool to ensure student safety	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2220	Classified Support Salaries: Stipends		Enter position number at left.		353-3
\$15,812.00	21st Century Community Learning Centers	Benefits for teachers and classified staff in the afterschool program	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	3000	Enter object code at left.		Enter position number at left.		353-4

\$170,684.00	21st Century Community Learning Centers	After School Programs: In partnership with our Lead Agency, the East Bay Asian Youth Center, as well as the school's founding partners, Soccer Without Borders and Refugee Transitions, OIHS provides a comprehensive after school program that includes after school tutoring & homework help; English & Math remediation classes; soccer, teambuilding & life skills programming; basketball; biking; gardening & coking; dance; art; music; and others.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.		353-5
\$3,000.00	California Partnership Academy	Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		353-6
\$20,159.00	California Partnership Academy	Bus/BART passes to support students to attend field trips, college and career exploration trips, and internships	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		353-7
\$26,942.00	California Partnership Academy	Supplementary supplies and materials to support classrooms	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		Enter position number at left.		353-8
\$2,500.00	California Partnership Academy	Conferences to support pathway teacher PD	Work-Based Learning	Goal 5: Students are engaged in school every day.	5220	Conference Expense		Enter position number at left.		353-9
\$5,000.00	California Partnership Academy	Bus rental for college trips to explore post secondary options	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.		353-10
\$9,000.00	California Partnership Academy	All 12th graders enrolled in either an internship or KDOL practicum	Work-Based Learning	Goal 5: Students are engaged in school every day.	5825	Enter object code at left.		Enter position number at left.		353-11
\$10,000.00	California Partnership Academy	Computer licences to support English and mathematical literacy development for ELL students and dual enrollment licenses	Language & Literacy	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		Enter position number at left.		353-12

\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	Rigorous Academics	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		353-13
\$5,425.00	Comprehensive Support & Improvement (CSI) Grant	Substitutes to support teacher PD: 2 release days for all teachers to observe other classrooms and plan curriculum. Pay for release days for 6+ teachers to attend ELLMA PD focused on teaching complex texts during the school year	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		Enter position number at left.		353-14
\$134,949.00	Comprehensive Support & Improvement (CSI) Grant	2.14 FTE Newcomer Assistants to support newcomer students in 9/10 core pathway content classrooms, literacy intervention classrooms, and after school tutoring program with the goal to increase passage and graduation rates.	Language & Literacy	Goal 4: English Learners are reaching fluency.	2205	Classified Support Salaries		Enter position number at left.	2.75	353-15
\$6,410.00	Comprehensive Support & Improvement (CSI) Grant	Computers to support blended learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4420	Computer < \$5,000		Enter position number at left.		353-16
\$1,000.00	Comprehensive Support & Improvement (CSI) Grant	Bus rental for college trips to explore post secondary options	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		Enter position number at left.		353-17
\$4,000.00	General Purpose Discretionary	Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		353-18
\$5,000.00	General Purpose Discretionary	Classified stipends to support weekend programming and PD for classified staff	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	2220	Classified Support Salaries: Stipends		Enter position number at left.		353-19
\$15,001.00	General Purpose Discretionary	Supplementary supplies and materials to support classrooms	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		Enter position number at left.		353-20

\$1,600.00	General Purpose Discretionary	WASC Dues	Schoolwide Enabling Conditions		5300	Dues & Memberships		Enter position number at left.		353-21
\$18,000.00	General Purpose Discretionary	Copier	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreement		Enter position number at left.		353-22
\$36,199.00	General Purpose Discretionary	Contract for parent ESL classes, refugee and immigrant support services	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	5825	Central Consultants		Enter position number at left.		353-23
\$2,000.00	General Purpose Discretionary	Postage for family and student communications	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	5910	Postage		Enter position number at left.		353-24
	Grant	All teachers have 1:1 coaching to support their individual development and implementation of schoolwide literacy goals.	Language & Literacy	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		353-25
\$15,884.66	Grant	.22 KDOL Pathway Teacher 12th Grade	Work-Based Learning	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	4774	Enter position number at left.	0.22	353-26
\$21,103.80	Grant	.3 fte Newcome Math Teacher - class size reduction for 9/10 classrooms ()	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2959	Enter position number at left.	0.30	353-27
\$36,704.25	Grant	.45 fte Newcomer Biology Teacher - class size reduction for 9/10 classrooms (L)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3865	Enter position number at left.	0.45	353-28
\$44,571.00	Grant	.73 fte Newcomer literacy interventions Teacher 11th Grade (A)	Language & Literacy	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	3582	K12T	0.53	353-29
\$66,996.00	Grant	.8 fte Newcomer literacy intervention teacher 9th/10th grade (P)	Language & Literacy	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	3449	K12T	0.80	353-30
\$70,346.00	Grant	1.0 fte History Teacher - class size reduction for newcomer inclusion 12th grade classrooms (A)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6164	Enter position number at left.	1.00	353-31

\$5,000.00	Grant	Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	Rigorous Academics	Goal 4: English Learners are reaching fluency.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		353-32
\$5,000.00	Grant	Bus/BART passes to support students to attend field trips, college and career exploration trips, and internships	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		353-33
\$15,000.00	Grant	Contract for 1 americorps classroom vistas to support student learning	Language & Literacy	Goal 4: English Learners are reaching fluency.	5825	Central Consultants		Enter position number at left.		353-34
\$40,000.00	Grant	Casemanager to support restorative justice, home visits, male mentoring, and behavior interventions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.		353-35
\$35,000.00	Grant	Computer licences to support English and mathematical literacy development for ELL students and dual enrollment licenses	Language & Literacy	Goal 3: Students are reading at or above grade level.	5846	Licensing Agreements		Enter position number at left.		353-36
\$44,860.75	LCFF Supplemental	.55 fte Newcomer Biology Teacher - class size reduction for 9/10 classrooms (L)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3865	Enter position number at left.	0.55	353-37
\$49,242.20	LCFF Supplemental	.7 fte Newcome Math Teacher - class size reduction for 9/10 classrooms ()	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2959	Enter position number at left.	0.70	353-38
\$56,318.34	LCFF Supplemental	.78 KDOL Pathway Teacher 12th Grade	Work-Based Learning	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	4774	Enter position number at left.	0.78	353-39
\$70,346.00	LCFF Supplemental	1.0 fte Newcomer History Teacher - class size reduction for 9/10 classrooms (R)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4629	Enter position number at left.	1.00	353-40
\$8,793.00	LCFF Supplemental	Newcomer Assistant to provide support in the afterschool program and coordinate all volunteer services, training and outreach	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	4838	Enter position number at left.		353-41
\$11,000.00	LCFF Supplemental	Classified stipends to support weekend programming and PD for classified staff	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	2220	Classified Support Salaries: Stipends		Enter position number at left.		353-42

\$40,000.00	LCFF Supplemental	Bus/BART passes to support students to attend field trips, college and career exploration trips, after school tutoring and internships	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		353-43
\$55,140.00	LCFF Supplemental	computer tech support for blended learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5737	IT Computer Tech		Enter position number at left.	0.50	353-44
\$25,000.00	LCFF Supplemental	Professional contract to pay for mental health interns and multi-lingual programming	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.		353-45
\$5,000.00	Measure G	Books to support pathway literacy classrooms and dual enrollment	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4200	Books other than Textbooks		Enter position number at left.		353-46
\$373.00	Measure G	Supplemental library supplies	Language & Literacy	Goal 4: English Learners are reaching fluency.	4310	School Office Supplies		Enter position number at left.		353-47
\$10,000.00	Measure G	Chromebook cart and computer equipment for library support	Language & Literacy	Goal 4: English Learners are reaching fluency.	4420	Computer < \$5,000		Enter position number at left.		353-48
\$15,000.00	Measure G	Contract for 1 americorps vista to support the library and newcomer orientation	Language & Literacy	Goal 3: Students are reading at or above grade level.	5825	Central Consultants		Enter position number at left.		353-49
\$30,000.00	Measure N	Provide summer school enrichment opportunities for 180-200 students to support language development through summer teacher FTEs and Newcomer Assistant stipends	Language & Literacy	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.		353-50
\$274,289.00	Measure N	5.46 FTE Newcomer Assistants to support newcomer students in 9/10 core pathway content classrooms, literacy intervention classrooms, and after school tutoring program with the goal to increase passage and graduation rates.	Language & Literacy	Goal 4: English Learners are reaching fluency.	2205	Classified Support Salaries		Enter position number at left.	4.85	353-51
	Measure N	Bus/BART passes to support students to attend field trips, college and career exploration trips, after school tutoring and internships	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		353-52

\$15,000.00	Measure N	Contract for 1 americorps vista to support the media pathway to develop and support work based learning opportunities (internships, job shadowing, career week, post session, and field trips) for students	Work-Based Learning	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.		353-53
	N/A	All students are placed in heterogeneous cohorts with full access to core curriculum for newcomers, SIFE, and sped students	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.			Enter object code at left.	Enter position number at left.		353-54
	N/A	OIHS has a Sped Inclusion program that allows all students to access core content classes in a supported mainstream classroom	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.			Enter object code at left.	Enter position number at left.		353-55
	N/A	All students at OIHS have a literacy support class	Language & Literacy	Goal 4: English Learners are reaching fluency.			Enter object code at left.	Enter position number at left.		353-56
	N/A	Admin and coaching team conduct at least 4 days of student shadowing to inform PD, teams, departments and committees --- to highlight progress and identify gaps in implementing reading complex texts across the curriculum.	Language & Literacy	Goal 3: Students are reading at or above grade level.			Enter object code at left.	Enter position number at left.		353-57
	N/A	Provide common weekly planning time for all departments, including reading	Language & Literacy	Goal 2: Students are proficient in state academic standards.			Enter object code at left.	Enter position number at left.		353-58
	N/A	1:1 Meetings with staff and admin to review scope and sequence to identify areas to increase text complexity.	Language & Literacy	Goal 1: Graduates are college and career ready.			Enter object code at left.	Enter position number at left.		353-59
	N/A	Collaborate with ELLMA office to offer teacher PD in June for 25-30 newcomer teachers in the district (including OIHS) to support literacy in the newcomer classroom	Language & Literacy	Goal 4: English Learners are reaching fluency.			Enter object code at left.	Enter position number at left.		353-60
	N/A	Offer 6 dual enrollment math and ESL courses over the academic year to support GATE and advanced students	Rigorous Academics	Goal 2: Students are proficient in state academic standards.			Enter object code at left.	Enter position number at left.		353-61

	N/A	Provide staff/departmental/individual PD to help teachers transitioning to mastery based grading of content and language objectives	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		353-62
	N/A	Summer PBL Institute, June 3-7, 2019. The focus is on developing interdisciplinary projects that are aligned to the CTE standards and pathway themes.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		353-63
	N/A	Career Week, a school wide activity based in advisory classrooms, brings 50+ professionals into advisory classroom to present to students and answer questions. Advisors teach career awareness and exploration lessons (interest surveys, professionalism, interviewing, asking questions, thank you letter writing etc) during Career Week.	Work-Based Learning	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-64
	N/A	Mental Health & socio-emotional support services: We offer in-school counseling, cultural groups and mentorship services in over eight languages, as well as referrals to outside agencies.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-65
	N/A	Health Services: OIHS coordinates referrals to health care providers and supports families to enroll in available health care plans. In partnership with nearby Oakland Tech / La Clinica de la Raza's TechniClinic, we are able to offer school-based health services, including health education, vaccination, family planning and primary care visits.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-66
	N/A	Legal Services & Outreach: OIHS provides extensive referrals to legal service agencies, particularly related to immigration. We have a particular focus on supporting legal access for our growing population of unaccompanied minors.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-67

	N/A	Parent/Family Engagement, Leadership & Education: OIHS provides daily classes for parents in English (taught by Refugee Transitions), as well as weekly computer, gardening and cooking classes. We hold over a dozen family events, family outreach/support services days, family meetings & workshops, and engage a key cohort of parent leaders each year.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-68
	N/A	Wellness Center helps students and families access social services and support: emergency food aid, emergency housing for homeless and housing insecure students, MediCal, Calfresh, DMV, Social Security etc.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-69
	N/A	Summer School Interventions and Enrichment to support newcomer language development and course passage	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-70
	N/A	On "College Day" all students at OIHS have a day of visiting at least 1 college (if not 2). This trip is preceded and followed by college exploration curriculum at all grade levels. New students with limited English are split into native language groups to talk about post secondary options (4 year, community college, vocational ed).	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-71
	N/A	All staff participate in "Community Walks" PD to provide greater understanding of the cultures at OIHS and the specific issues they face	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-72
	N/A	Individual tier 2-3 case management for foster youth by wellness center staff	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-73
	N/A	SIFE students have additional math support class to remediate gaps in math fluency and help them through alg/geometry	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		353-74

\$58,000.00	Title I: Basic	Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		353-75
\$10,995.00	Title I: Basic	Substitutes to support teacher PD	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		Enter position number at left.		353-76
	Title I: Basic	Bus/BART passes to support students to attend field trips, college and career exploration trips, after school tutoring and internships	Work-Based Learning	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		353-77
\$10,000.00	Title I: Basic	Computers to support blended learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4420	Computer < \$5,000		Enter position number at left.		353-78
\$15,000.00	Title I: Basic	Contract for 1 americorps classroom vista to support student learning	Language & Literacy	Goal 4: English Learners are reaching fluency.	5825	Central Consultants		Enter position number at left.		353-79
	Title I: Parent Participation	Supplementary supplies and materials to support parent center and the parent esl classrooms	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		Enter position number at left.		353-80
\$1,801.00	Title I: Parent Participation	Contract for parent ESL classes, refugee and immigrant support services	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	5825	Central Consultants		Enter position number at left.		353-81

Action Research	Oakland International HS
Pathway/s:	Multi-Media Academy
Outcome Data	OIHS successfully doubled the amount of reading in 11th and 12th grade classrooms and significantly increased the amount of reading in 9th and 10th grade classrooms.
Top 5 Measure N Funding Commitments	<p>Almost the entirety of the Measure N budget was spent on salaries and training for Newcomer Assistants who serve as second adults in all our 9/10th grade classrooms and literacy classrooms 9-12th grade. In addition, newcomer assistants staff the after school tutoring program. Measure N monies also support 2 summer school classes.</p> <p>Measure N Priority Areas Include:</p> <ol style="list-style-type: none"> 1) Creating a Wellness Center to support students with tier 1 issues as well as crisis services 2) Providing a second adult in all 9/10 newcomer classrooms and literacy 11th-12th grade classrooms in order to support language development, inclusive education and address SIFE issues. 3) Add academic counseling resources to support dual enrollment, college/career curriculum, and guidance for students in 9-11th grade 4) Strengthen the 12th grade internship/practicum support classes 5) Strengthen the "Academy" identity through PD, curriculum mapping and portfolio <p>Although the majority of funds were spent fulfilling one priority area, the Measure N plan from 4 years ago identifying 5 priority areas continues to drive the school's decision making and budget. Once priorities were identified, the Measure N Committee directed the principal to fund them using all available revenue streams (district, grants, donations, Measure N etc.) in order to maximize the number of priorities that could be funded. For example, a wellness coordinator was ranked very highly but we were able to apply for a grant to cover this position and use Measure N for other priorities. This funding strategy was also adopted by the SSC.</p>
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	In Jan 2018, the leadership team at OIHS shadowed 4 students for 2 days. We observed every classroom in the school for a full block period. This data showed a significant disconnect between teachers' perceptions about the amount of reading that was happening in the building and the amount of reading that was actually occurring. Data demonstrated that schoolwide students were reading only 6% of their day. After a retreat with the staff and several meetings of the leadership and coaching teams, we set a goal of doubling the quantity of reading for the 2018-19 school year, as measured by student shadow data.
What did you discover in the past year? (Please use data to support.)	From August through January, every classroom was observed 5 times. During the observation, a focal student was shadowed and every 3 minutes an observation was made. We collected 3555 data points. In 12th and 11th grades the reading goal was met, with reading occurring 15% and 12% of the time respectively. In 9th and 10th grade we successfully increased the quantity of reading to 10%, but did not meet the 12% goal. Areas of particular strength included: 12th grade math, which accounted for 24% of the reading occurring at that grade level, English classes across the grade levels and reading classes in 9-11th grades. Areas of weakness included: 12th grade reading, history classes, and 11th grade math.
What are you going to do differently or change moving forward?	Through coaching, department meetings and teacher PD in the 2019-20 school year, OIHS intends to address the gaps in the quantity of reading listed above. In addition, OIHS intends to turn its attention to the quality of the reading assignments. The shadowing tool has been modified to capture information about the type of reading and pre/post reading activities. We hope to make inroads in increasing the amount of non-fiction reading and for readings to have pre-post activities that help students make meaning and integrate the reading into the overall lesson.

How do you anticipate this will improve Measure N outcomes for your students moving forward?

For newcomers and students with interrupted formal education, English language acquisition and reading are the primary barriers to success in school and career. By ensuring that all teachers are integrating reading into their curriculum, OIHS students will acquire English and improve reading skills at an accelerated rate.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

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: 19-20 STRENGTHS & CHALLENGES

Instructions: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

**State Dashboard
Indicators**

Strengths

Challenges/Barriers

Graduation Rate	<p>For 2017-18 the state tracks two graduation rates for OIHS - The alt ed dashboard shows a graduation rate of 95.3% (equity report blue); whereas the traditional 4 year cohort graduation rate shows 60.3%. Neither feels entirely accurate. Many of our students take longer than the traditional four year cohort model, and therefore the 60.3% doesn't capture that success. On the flip side, the 95.3% graduation rate does not capture the dropouts that occurred in 9-11th grade and therefore inflates our statistics. As a point of context, Oakland International High School with an entirely newcomer student population has a graduation rate equivalent to the districts four year grade rate (60.2%) for all ELL students (including long term ELLs). We have many students who do not graduate "on time" return to OIHS for a 5th year of programming and complete their degree. We also hope that Rudsdale will provide many of our UAC students who have previously needed to drop out to work with a program that supports an alternative learning schedule.</p>	
On Track to Graduate (11th Grade)	<p>OIHS is very successful in enrolling all students in a sequence of classes designed to keep them on track to graduate and create multiple opportunities for students to make up credits over the course of their career at the school. For example, students in the class of 2019 in 11th grade showed an on track status of 30.9%. However, by the middle of 12th grade, these same students had an on track to graduation rate of 64.7%. By comparison at the district level students in the class of 2019, in 11th grade showed an on track status of 39.5%. However, by the middle of 12th grade, these same students had an on track to graduation rate of 51.6%. OIHS students had come from farther behind and then surpassed the typical district student over the course of 11th and 12th grade.</p>	<p>All Oakland International students are newly arrived immigrants. Many arrive with gaps in their credits having missed school prior to or during the immigration process. 44.8% are SIFE students having a gap of 2 or more years in their formal education. Many students who attended school prior to immigration also have gaps because requirements in their country are different. Nearly everyone has gaps in English credits.</p>
A-G Completion	<p>Using the district's A to G completion dashboard, OIHS far outperforms other schools. In 2017-18 OIHS had a 53% A to G completion rate compared to 44.3% district wide and 31.9% completion rate for district ELL students. OIHS has higher rates for all categories of immigrants N2, N3, N4 and EL.</p>	
SBAC ELA	<p>0% ELA Standards Met. All of our students are newcomers and by definition not be able to score proficient on a test measuring proficiency in 11th grade ELA standards. SRI and SIPPs are better measures for newcomer students to demonstrate language growth.</p>	
SBAC Math	<p>3.4% Math Standards Met: All of our students are newcomers and reading comprehension of math problems in English make demonstrating math proficiency problematic; we need better measures, less dependent on English literacy, to determine and track actual mastery of mathematic concepts. In 2016-17 the math department moved to standards based grading in order to track mastery of individual skills. Tuning of our tracking and communication systems will continue in order to strengthen our program and student results.</p>	

AP Pass Rate/Dual Enrollment Pass Rate	Students at OIHS in 2017-18 enrolled in dual enrollment classes at a slightly higher rate than the average student in the high school network. OIHS students comprised approximately 4.89% of students taking dual enrollment classes, whereas they comprise approximately 4.1% of the district's student body. OIHS students perform very similarly to their district counterparts. 76.3% of district students earn a C or higher, and 74% of students at OIHS receive a C or higher. A smaller proportion of OIHS students receive a D or F than the district, in part due to counseling that allows them to withdraw prior to receiving a potentially bad grade. In 2018-19 dual enrollment numbers increased substantially in just the fall semester. We increased enrollment by 40% and raised the proportion of students receiving a C or higher to 83%.	
Pathway Participation/CTE Enrollment*	OIHS outperforms the district in pathway participation. 10-12th grade OIHS has a participation rate of 84% compared to the district's 81.6%. At OIHS a few of the most newly arrived 10th grade immigrants are not enrolled in the pathway elective if they need both SIFE math and survival english. However, by 11th grade, all these students have joined the pathway. When looking at 11th and 12th grade, OIHS pathway participation is 96.6% compared to the district average of 81.6%	
English Learner Progress		There are no results for this indicator for OIHS or any other district school on the state dashboard.
Suspension Rate	In 2018-19 OIHS has reduced its suspension rate from the previous year and is now below the district average. On day 117 of 2018-19 school year, OIHS has a suspension rate of 2.0%, reduced from 4.8% at the same time the prior year, and below the district average of 3.6%.	In 2017-18 OIHS had a suspension rate, 6.6%, that was slightly above the high school network average of 6.4%. In particular, our Arab boys accounted for a disproportionate number of suspensions in 2017-18, 38%.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	The school goal is to maintain a 95% or higher 12th grade graduation rate.	All Students	+2pp	95.30%	97.30%	95% or higher	

Dropout Rate	Reduce the dropout rate by 3%	All Students	-3pp	19.83%	16.83%	13.83%	
A-G Completion Rate	In 2017-18 OIHS had a 53% A to G completion rate compared to 44.3% district wide and 31.9% completion rate for district ELL students. We hope to increase our A to G rate at least 1% annually.	All Students	+3pp	53%	Coming soon	55.00%	Consider defining what mastery means in every course with the intention of deepening student learning, aligning daily work to mastery assignments and ultimately informing what mastery looks like in the folio process.
FAFSA Completion Rate	As of 3/1/19 OUSD had a 56.8% FAFSA completion rate and OIHS had a 94.8% completion rate. We will continue to shoot for a 100% completion rate.	All Students	+3pp	Coming soon	Coming soon	100.00%	
College Enrollment	OIHS enrolls our newcomer ELL students in both 4 and 2 year colleges at a much higher rate than the overall district ELL population. We will increase our 2 and 4 year enrollment rates by 2% each annually. OIHS 4 yr = 14.8% OIHS 2 yr = 33.3% OIHS not enrolled = 51.9% OUSD ELL 4 yr = 10.9% OUSD 2 yr = 28.4% OUSD not enrolled = 60.7%	All Students		OIHS 4 yr = 14.8% OIHS 2 yr = 33.3% OIHS not enrolled = 51.9% OUSD ELL 4 yr = 10.9% OUSD 2 yr = 28.4% OUSD not enrolled = 60.7%	OIHS 4 yr = 17% OIHS 2 yr = 35% OIHS not enrolled = 48%	OIHS 4 yr = 19% OIHS 2 yr = 37% OIHS not enrolled = 44%	
Grade 10 Pathway Participation	There will be 100% pathway participation in 11th and 12th grades. All non-SIFE, non-newcomer students in 10th grade will be enrolled in the pathway. Where possible post session will be used for these students to make up the missed CTE course.	All Students	+5pp	89.08%	94.08%	95%	
District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)							
Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Connectedness	OIHS has outperformed the high school network as a whole in connectedness. In 2017-18 66.8% of OIHS students reported that there is an adult on campus who cares about them compared to 55.4% network wide. 68.1% of OIHS students reported that they were happy to be at this school compared to 44.75% network wide. OIHS seeks to expand these numbers by at least 2% annually.	All Students	+5pp	70.34%	75.34%	78.00%	
Suspensions	This is not a sub population that requires a goal at OIHS at this time; our data for African students is excellent.	African-American Students	-2pp	3.85%	1.85%	1.85%	
Suspensions	Reduce SPED suspension rate by at least 2% annually to be below 10% in 2019-20	Students with Disabilities	-2pp	15.38%	13.38%	below 10%	Provide stronger trainings for all staff (sped & gen ed) around special education inclusion. Refine the inclusion model to take into account the needs of newcomers and resources of the school. More timely ng of IEP referrals.
Chronic Absence	This is not a sub population that requires a goal at OIHS at this time; our data for African students is excellent.	African-American Students	-2pp	4.00%	2.00%	2.00%	

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	This is not a particularly relevant indicator for newcomer students	All Students	+15 points DF3	-195.3	-175.3	-188.8	
ELA SBAC	This is not a particularly relevant indicator for newcomer students	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	
ELA SBAC	This is not a particularly relevant indicator for newcomer students	Latino/a Students	+20 points DF3	n/a	n/a	-191.7	

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Math SBAC	This is not a particularly relevant indicator for newcomer students	All Students	+15 points DF3	-217.3	Coming soon	-210.2	
Math SBAC	This is not a particularly relevant indicator for newcomer students	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	
Math SBAC	This is not a particularly relevant indicator for newcomer students	Latino/a Students	+20 points DF3	-254.8	-234.8	-235.6	

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	As we serve newcomers, reclassification for most students is not likely. However, it is possible for a few students who either had more time in the US than our typical student or studied English prior to graduation. For these reasons, we are setting a 3% reclassification rate.	English Learners	16%	0.97%	16.00%	3.00%	Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction.
LTEL Reclassification	OHS does not serve this population	Long-Term English Learners	25%	0.00%	25.00%	N/A	

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	In 2017-18, 24.7% of OIHS students grew one or more grade levels in reading compared to 19.2% across all high schools. Going forward, assuming demographic trends continue, we hope to increase that number to at least 33% school wide.	All Students	+5pp	25.16%	30.16%	33.00%	Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction.
SRI Multiple Years Below Grade Level	This is not a particularly relevant indicator for newcomer students as virtually all of them arrive at OIHS reading at a zero lexile.	All Students	-5pp	92.25%	87.25%	87.25%	Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction.

School: Oakland International High School **School ID:** 353

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:
Please complete this self-assessment for your school.
[Click here for the full Measure N rubric.](#)

KEY:
1: Not at all 3: Mostly
2: Somewhat 4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	Measure N committee work in the 2014-15 school year has driven the school's decision making for the past 4 years. Our stability in staffing and vision has allowed us to make sustained investments in priorities identified in 2014. Funding, staffing and monitoring of these programs has been systematically carried out by the school leadership team.	In 2018-19 the Academy Director was not available to attend leadership meetings as she was attending a graduate program after work. It is the intention of the school for the Academy Director to join the leadership team in 2019-20 in order to better integrate pathway initiatives with overall decision making.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	4: Completely	Our leadership team is positioned to identify connections between the enabling conditions in order to align systems and structures to each other in service of our vision and mission. Comprised of individuals who also serve in multiple capacities---academic counseling, the COST team, department leads, instructional coaching, PD planning---leadership team members meet weekly to analyze school wide data. The Leadership team also surveys teachers and staff mid year to inform their decision making processes in service of student graduation and post graduation success.	In identifying gaps, the leadership team has proposed and funded a retreat of a cross section of pathway staff to participate in a design challenge that would provide a draft four year scope and sequence to embed WBL, career exploration, CTE skills and career readiness into core content classes, advisory and post session curriculum. Their draft will be workshopped by leadership and grade level teams through the late spring. The final draft will inform curricular revisions to scope and sequences for 2019-2020.
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	Many OIHS original school design principles and elements are also pathway design principles and elements---distributed leadership, student cohorts, the portfolio presentation process, the opportunity to meet A-G requirements, collaborative learning that is rigorous, relevant, and integrated. We have also built a master schedule that allows for common collaboration time for teachers during the school day. School leaders (administrators, teachers, and staff) have innovated our program with our mission and vision as the core driver. Some examples include one to one instructional coaching for teachers, our concurrent enrollment program, All School College Field Trip Day, Career Week, the Student Wellness Center, and the portfolio redesign committee.	As described above, the absence of the Academy Director in leadership meetings was keenly felt.

School Leadership & Vision Goal for 2019-20: Finalizing and implementing the work coming out of the spring 2019 design challenge that would provide a draft four year scope and sequence to embed WBL, career exploration, CTE skills and career readiness into core content classes, advisory and post session curriculum.

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<p>Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>		Measure N committee work in the 2014-15 school year has driven the school's decision making for the past 4 years. All but one of the committee members remain on staff, many in leadership positions. This stability in staffing and vision has allowed us to make sustained investments in priorities identified in 2014. Funding, staffing and monitoring of these programs has been systematically carried out by the school leadership team.	
<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>		The school leadership teams and committees (permanent and ad hoc) are very aligned in their goals and work. As much as possible, we attempt to cross pollinate leadership team members in committee work, thus strengthening coherency and communication across the system.	In 2018-19 the Academy Director was not available to attend leadership meetings as she was attending a graduate program after work. It is the intention of the school for the Academy Director to join the leadership team in 2019-20 in order to better integrate pathway initiatives with overall decision making.

<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	3: Mostly	<p>Decision making structures for staff (teams, committees, and leadership team) have historically be strong at OIHS. There has been less consistency with parent and student structures. Due to language and cultural norms of our newcomer population, it is difficult to self sustain typical structures for parent and student leadership (PTAs, Student Leadership etc.) in the school. There is no common language of communication, nor is there typically a tradition of engagement with staff on school policies in native countries. Over the years the strength of student and parent leadership has largely depended upon the ability of the school to dedicate additional resources (mainly grants) to supporting these groups. In 2018-19 resources were devoted to deepening parent engagement and student leadership through our community schools programs.</p>	<p>A consistent area of weakness for OIHS has been parent participation on the SSC. Historically, parents attended and provided a rubber stamp on staff recommendations. We are attempting to strengthen parent's knowledge base and advocacy by adding parent support meetings throughout the year, allowing them to preview data and arrive prepared to engage in more robust discussions on school policy. This work is very challenging when we take into account language barriers and varying cultural norms for newcomer communities.</p>
<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	4: Completely	<p>100% of students are in heterogeneous non-tracked cohorts. All teachers have common planning time with their department on a daily basis. Virtually all teacher purchase requests are approved. When there are insufficient school based funds, leadership looks for additional outside sources of funds. Additional newcomer assistant staffing is allocated to students in 9/10th grades and all literacy classes where newcomer students require the most language support and intervention.</p>	<p>There is a tension between giving all departments common planning time and the effect of the placement of the math electives. This year we successfully provided all departments with common planning time however, it caused havoc on the class sizes of some cohorts. As a consequence, in 2019-20 we are returning to the 2017-18 schedule for electives. This will allow for more evenly sized heterogeneous cohorts. One department will not have common planning time. However, we will add sub release days for this department to ensure collaboration occurs.</p>
<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	4: Completely	<p>100% of students are in heterogeneous non-tracked cohorts. In addition OIHS has integrated inclusion sped services into our model. SDC sped students are fully mainstreamed into content classrooms. OIHS has a large population, approximately 44% of SIFE students. They too have full access to the mainstream program while receiving support services during an enrichment/intervention period.</p>	
<p>Systems & Structures Goal for 2019-20:</p>		<p>Continue existing philanthropic relationships and expand upon grants that support the school and pathway.</p>	

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
computer tech support for blended learning	LCFF Supplemental	\$55,140.00	5737	IT Computer Tech		Enter position number at left.	0.50	Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Computers to support blended learning	Title I: Basic	\$10,000.00	4420	Computer < \$5,000		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Computers to support blended learning	Comprehensive Support & Improvement (CSI) Grant	\$6,410.00	4420	Computer < \$5,000		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
WASC Dues	General Purpose Discretionary	\$1,600.00	5300	Dues & Memberships		Enter position number at left.			Schoolwide Enabling Conditions		Whole School
Copier	General Purpose Discretionary	\$18,000.00	5610	Equip Maintenance Agreement		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		Whole School

All students are placed in heterogeneous cohorts with full access to core curriculum for newcomers, SIFE, and sped students	N/A			Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	Whole School
OIHS has a Sped Inclusion program that allows all students to access core content classes in a supported mainstream classroom	N/A			Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Postage for family and student communications	General Purpose Discretionary	\$2,000.00	5910	Postage		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School

LANGUAGE & LITERACY

School: Oakland International High School

[Link to 18-19 SPSA](#)**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION***What strategic actions are you taking to improve language and literacy outcomes for students this year?***IMPORTANT:** If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>1. In Jan 2018, the leadership team at OIHS shadowed 4 students for 2 days. We observed every classroom in the school for a full block period. This data showed a significant disconnect between teachers' perceptions about the amount of reading that was happening in the building and the amount of reading that was actually occurring. Data demonstrated that schoolwide students were reading only 6% of their day. After a retreat with the staff and several meetings of the leadership and coaching teams, we set a goal of doubling the quantity of reading for the 2018-19 school year, as measured by student shadow data. From August 2018 through January 2019, every classroom was observed 5 times. During the observation, a focal student was shadowed and every 3 minutes an observation was made. We collected 3555 data points.</p> <p>2. In 2018-19 we attempted to strengthen our practice in the areas of complex reading and planning for language instruction and assessment through staff PD and coaching. All staff participated in two all day PD sessions related to complex texts with six shorter workshops during the fall semester. In addition, a third of the staff participated in a PD stand dedicated to planning for language instruction across the curriculum. Over the course of 3 years, all teachers will rotate through this PD strand.</p> <p>3. Provide all students with a reading intervention/enrichment class, provide reading teachers with PD to support data driven instruction, provide all reading classes with a second adult, monitor and support reading throughout the curriculum for all subject areas through teacher coaching.</p>	<p>Fully implemented and ongoing cycle of inquiry</p>	<p>Highly Effective</p>	<p>1. In 12th and 11th grades this goal was met, with reading occurring 15% and 12% of the time respectively. In 9th and 10th grade we successfully increased the quantity of reading to 10%, but did not meet the 12% goal. Areas of particular strength included: 12th grade math, which accounted for 24% of the reading occurring at that grade level, English classes across the grade levels and reading classes in 9-11th grades. Areas of weakness included: 12th grade reading, history classes, and 11th grade math. Through coaching, department meetings and teacher PD in the 2019-20 school year, OIHS intends to address the gaps in the quantity of reading listed above. In addition, OIHS intends to turn its attention to the quality of the reading assignments. The shadowing tool has been modified to capture information about the type of reading and pre/post reading activities. We hope to make inroads in increasing the amount of non-fiction reading and for readings to have meaningful pre-post activities that help students make meaning and integrate the reading into the overall lesson.</p> <p>2. As a result of the complex text PD sequence, we now have a schoolwide set of tools for planning and implementing complex text lesson sequences, and all teachers have been trained to use these tools. All teachers except the PE teacher have tuned at least one plan for a complex text lesson sequence from their class with colleagues, and all teachers including the PE teacher participated in tuning 3-4 colleagues' plans for a complex text lesson sequence. Our work with these tools and processes will continue in all-teacher PDs next year.</p> <p>Teachers who participated in the language instruction PD engaged together in protocols for planning and tuning lessons with focused language objectives and in protocols for looking at student work from those lessons. In facilitating this PD group, we found that many teachers were unaccustomed to planning units and lessons with focused language objectives, and that our work in this area must be ongoing. One step we are taking for 2019-20 is to ask all teachers to include unit-level language objectives in their scope and sequence document.</p> <p>3. This data set represents students with matched fall 2017 to spring 2018 lexile data. It also represent only students who began school in the US prior to June 2017. Students who were new to the US in 2017-18 were excluded as expected lexile growth was zero. Our findings show that from fall 2017- spring 2018:</p> <p>38% of students in the school grew at least 100 points on SRI (up from 33% in 2016-17), averaging 231 points growth (up from 212 points in 2016-17). 11th grade had the highest percentage of students who grew more than 100 points, 58.8%. This is significantly higher than 12th grade with 34.7%, 9th grade with 34.2%, and 10th grade with 23.6%.</p> <p>24.5% of students in the school grew between 1 and 99 lexile points, averaging 53 points of growth.</p> <p>23.9% of students in the school had flat scores - mainly students who scored at 0 lexile in the fall and spring. The vast majority of these occurring in the 10th grade level, which makes sense in the fact that the 10th grade has the most N0 and N1 students. 74.5% of students with flat scores were newcomers or N1 students. 11.6% were N2s. 8.7%</p>
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IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	This is not a particularly relevant indicator for newcomer students	All Students	-195.3	-175.3	-188.8	
ELA SBAC	This is not a particularly relevant indicator for newcomer students	Students with Disabilities	n/a	n/a	n/a	
ELA SBAC	This is not a particularly relevant indicator for newcomer students	Latino/a Students	n/a	n/a	-191.7	
SRI Growth of One Year or More	In 2017-18, 24.7% of OIHS students grew one or more grade levels in reading compared to 19.2% across all high schools. Going forward, assuming demographic trends continue, we hope to increase that number to at least 33% school wide.	All Students	25.16%	30.16%	33.00%	Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction.
SRI Multiple Years Below Grade Level	This is not a particularly relevant indicator for newcomer students as virtually all of them arrive at OIHS reading at a zero lexile.	All Students	92.25%	87.25%	87.25%	Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction.
ELL Reclassification	As we serve newcomers, reclassification for most students is not likely. However, it is possible for a few students who either had more time in the US than our typical student or studied English prior to graduation. For these reasons, we are setting a 3% reclassification rate.	English Learners	0.97%	16.00%	3.00%	
LTEL Reclassification	OHS does not serve this population					

THEORY OF ACTION

Theory of Action	Provide all students with a reading intervention/enrichment class, provide reading teachers with PD to support data driven instruction, provide all reading classes with a second adult, monitor and support reading throughout the curriculum for all subject areas through teacher coaching. Weekly 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. Designate a lead reading teacher to work with a coach to hold the work of department alignment. Provide PD around best practices in reading that supports teachers in pushing past resistance (students and their own.) 11th grade reading teacher lead elements of PD for the entire staff to integrate complete text analysis into curriculum across the curriculum. Coaches and admin shadow students to document % 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. Newcomer assistants, student teachers, Americorps Vistas, and trained volunteers placed in all 9/10 newcomer classrooms and all literacy classrooms to support language development and reading intervention.
How are you supporting English Language Learners?	OIHS student population is 100% ELL. All curriculum and interventions are designed to support the language development of our newcomers. All students receive an additional literacy support class.

How are you building conditions for student and adult learning?	Reading department time with common planning time during the school day. Department time will focus on reading---the texts being taught, the protocols and strategies being used, to tune reading planning and practices across the school. Admin meeting 1:1 with all teachers to review scope and sequence to identify opportunities to increase amount and complexity of reading in their curriculum. All teachers have 1:1 coaching to support their individual development and implementation of schoolwide literacy goals. All teachers provided with paid additional PD time focused on how to teach complex texts.
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STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal
Reading department has 2 release days to observe classrooms and plan curriculum	Comprehensive Support & Improvement (CSI) Grant	\$2,000.00	1150	Certificated Teachers: Substitutes		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Provide summer school enrichment opportunities for 180-200 students to support language development through summer teacher FTEs and Newcomer Assistant stipends	Measure N	\$30,000.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
All teachers have 1:1 coaching to support their individual development and implementation of schoolwide literacy goals.	Grant			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 1: Graduates are college and career ready.
5.46 FTE Newcomer Assistants to support newcomer students in 9/10 core pathway content classrooms, literacy intervention classrooms, and after school tutoring program with the goal to increase passage and graduation rates.	Measure N	\$274,289.00	2205	Classified Support Salaries	3948 (.6 fte) 4494 (.25 fte) 4934 4885 4259 4369	Enter position number at left.	4.85	Comprehensive Student Supports	Goal 4: English Learners are reaching fluency.
2.14 FTE Newcomer Assistants to support newcomer students in 9/10 core pathway content classrooms, literacy intervention classrooms, and after school tutoring program with the goal to increase passage and graduation rates.	Comprehensive Support & Improvement (CSI) Grant	\$134,949.00	2205	Classified Support Salaries	4195 4490 4494 (.75 fte)	Enter position number at left.	2.75	Comprehensive Student Supports	Goal 4: English Learners are reaching fluency.
Contract for 1 americorps classroom vista to support student learning	Title I: Basic	\$15,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 4: English Learners are reaching fluency.

Contract for 1 americorps classroom vistas to support student learning	Grant	\$15,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 4: English Learners are reaching fluency.
Contract for 1 americorps vista to support the library and newcomer orientation	Measure G	\$15,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 3: Students are reading at or above grade level.
Computer licences to support English and mathematical literacy development for ELL students and dual enrollment licenses	Grant	\$35,000.00	5846	Licensing Agreements		Enter position number at left.		Rigorous Academics	Goal 3: Students are reading at or above grade level.
Computer licences to support English and mathematical literacy development for ELL students and dual enrollment licenses	California Partnership Academy	\$10,000.00	5846	Licensing Agreements		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.
.8 fte Newcomer literacy intervention teacher 9th/10th grade (P)	Grant	\$66,996.00	1105	Certificated Teachers' Salaries	3449	K12T	0.80	Comprehensive Student Supports	Goal 3: Students are reading at or above grade level.
.73 fte Newcomer literacy interventions Teacher 11th Grade (A)	Grant	\$44,571.00	1105	Certificated Teachers' Salaries	3582	K12T	0.53	Comprehensive Student Supports	Goal 3: Students are reading at or above grade level.
All students at OIHS have a literacy support class	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 4: English Learners are reaching fluency.
Admin and coaching team conduct at least 4 days of student shadowing to inform PD, teams, departments and committees --- to highlight progress and identify gaps in implementing reading complex texts across the curriculum.	N/A			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 3: Students are reading at or above grade level.
Provide common weekly planning time for all departments, including reading	N/A			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.

1:1 Meetings with staff and admin to review scope and sequence to identify areas to increase text complexity.	N/A			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 1: Graduates are college and career ready.
Collaborate with ELLMA office to offer teacher PD in June for 25-30 newcomer teachers in the district (including OIHS) to support literacy in the newcomer classroom	N/A			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 4: English Learners are reaching fluency.
Chromebook cart and computer equipment for library support	Measure G	\$10,000.00	4420	Computer < \$5,000		Enter position number at left.		Building the Conditions	Goal 4: English Learners are reaching fluency.
Supplemental library supplies	Measure G	\$373.00	4310	School Office Supplies		Enter position number at left.		Building the Conditions	Goal 4: English Learners are reaching fluency.

RIGOROUS ACADEMICS & CTE

School: Oakland International High School

[Link to 18-19 SPSA](#)
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3	3+	Original pathway design work occurred in 2009. Digital technology and communication skills were identified as major gaps in newcomer students' skills prior to their arrival at OIHS. For students to have college and career success in the US, these skill gaps must be remediated. Multi-Media Arts was determined as the pathway most likely to close their opportunity gaps and capture student's interest. We have a deep partnership with KDOL, which provides dual enrollment coursework and an authentic venue to produce materials at industry standards for 12th graders. The KDOL coursework is then backwards mapped to develop digital communication skills starting in earlier grades in pathway classes and practices across the curriculum. Our current mission statement is: "Oakland International High School is a Multimedia California Partnership Academy (CPA) that give students the tools and skills to be effective digital communicators in the 21st century. Students build technical skills in the fields of art and digital media that will push them to become makers and creators, not just consumers." Deeper work remains in terms of regular review by industry and post secondary partners, which the Media Department is currently addressing through a semester-long PD arc focused on identifying and planning vertical alignment and filling instructional gaps based on current career skill sets.
Integrated Core	3	3-	3	All teachers include at least one digital media project in their scope and sequence. 10-12th grade pathway electives have integrated projects with core content teachers. The KDOL 12th grade elective has worked to create projects that address authentic needs identified by teachers and staff across the school. Additional work need to be done to deepen the level of integration and ensure a comprehensive sequence of WBL experiences.
Cohort Scheduling	4	4	4	All students 9-12th grade are placed in cohorts that share a team of teachers (english, math, science, history, and pathway elective). All students have one enrichment/intervention class. Attention to the master schedule design allows for completely heterogeneous cohorts for content classes while also providing intervention/enrichment classes that don't track the cohorts.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2+	3-	3	While all teachers have at least 1 or more multi-media projects as part of their curriculum, the nature of a school that exclusively serves newcomers means that much of the curriculum is and will continue to be focused on language development. Public defenses are built into all classrooms in the school. All students participate in high stakes oral portfolio defenses on an annual basis.
Collaborative Learning	3	3+	3+	Collaborative project based learning is a central tennant in the International's Approach to language development. It is only through collaboration that students have an opportunity to practice and develop oral proficiency. "Collaboration and Community Mindedness" is one of four elements that students must reflect upon annually as part of their portfolio defense. The literacy and elective departments are specifically leading their work - teaching the language of collaboration, helping students reflect on their role as a community member and reflect on their growth. All this is measured in a schoolwide rubric for collaboration.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	4	4	4	All teachers participate in at least 2 observation and release days to learn best practice from colleagues and plan how to implement these strategies. Teachers also share best practices in "ignite talks" at staff retreats.

Collaboration Time	4	4	4	All staff have 1 hour a week to work in teams, 1 hour a week to work in departments, and 85 minutes to work in whole staff PD configurations. All teachers in a department have common preps allowing them to plan together. All teachers are paid for additional PD retreat time in August, January and June.
Professional Learning	4	3+	4	Teachers have calendared opportunities to observe one another's teaching and give and receive feedback to improve their instructional practice. All departments have participated in PLCs using data (SRI, mastery grading) and student work in a cycle of inquiry to move student outcomes and implement new portfolio defense competencies. All teachers participate in complex reading instruction PD and school wide student shadowing inquiry around reading. Teachers also participate in one of three PD stands: RJ, Grading for Equity, and Language Objectives. Over the course of 3 years, teachers rotate through all stands.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>1. Through PD, strengthen our practice in the areas of: complex reading, R.J. grading for equity and planning for language instruction and assessment.</p> <p>2. Portfolio Committee will redesigned the portfolio process and student presentations through a two year process.</p> <p>3. Invest in a full time 12th grade pathway elective teacher to integrate KDOL curriculum with core content teachers.</p> <p>4. Implementation of 4 school wide mastery days (included in the master schedule) to provide all students additional opportunities to demonstrate mastery and make up missing work mid semester.</p> <p>5. Redesign the school's scope and sequence documents in order to better track reading, media projects, integrated projects, and language objectives. The revised documents will also allow leadership teams and coaches to see and address opportunities for greater horizontal and vertical alignment. This process began in spring of 2019 and will continue into 2020.</p> <p>6. Yr 2: Implementation of a live grade book and referral system for students, families, and staff.</p> <p>7. Integration of career and academy themes into at least half of our post session classes. Expand internship into post session.</p> <p>8. Strengthen and promote the dual enrollment and concurrent enrollment program at OIHS.</p>	<p>1. Fully implemented</p> <p>2. Fully implemented</p> <p>3. Fully implemented</p> <p>4. Fully implemented</p> <p>5. Partially implemented</p> <p>6. Fully implemented</p> <p>7. Partially Implemented</p> <p>8. Mostly implemented</p>	<p>1. Highly effective</p> <p>2. Highly effective</p> <p>3. Somewhat effective</p> <p>4. Effective</p> <p>5. Likely Highly Effective</p> <p>6. Effective</p> <p>7. Somewhat Effective</p> <p>8. Highly effective</p>	<p>1. Doubled quantity of reading in 11th and 12th grade; increased quantity of reading in 9/10 by 66%. Space created for people with divergent grading philosophies to air issues and come to consensus. Trained a third of the staff on how to hold harm circles.</p> <p>2. Implementation of redesigned portfolio process and student presentations by all teachers at each grade level will occur in May 2018. New competency based rubrics will be used and evaluated portfolios spring 2018. Adjustments to requirements and rubrics will be made and PD time used to strengthen to system as it rolls out in 2018-19.</p> <p>3. In 2017-18, 10th and 11th grade pathway elective units are integrated with English, History, Science and Math curriculum but 12th grade was problematic. We strategically shifted resources to hire a full time elective teacher for the 12th grade. This has enabled both integrated projects and integrated student supports.</p> <p>4. In 2018-2019 mastery day was expanded from 2 to 4 days in our academic calendar at the request of the leadership team. All grade level teams planned additional mastery days in conjunction with field trips (for example.) Student feedback has been positive. Students appreciate the in school time to make up missing work, retake test and quizzes, and the opportunity to receive additional support in class. Mastery days support teachers on teams to be accountable to each other around giving timely feedback and updating gradebooks consistently.</p> <p>5. This is very much a work in progress. However, schoolwide teachers and curriculum coaches are pleased with the new format. It has illuminated gaps in our instruction and highlighted conversations we needed to have in grade levels, in departments and as a school in order to better align our curriculum. Work will continue over the summer and fall to revise scope and sequence documents and make curricular shifts.</p> <p>6. Students have greater opportunity to see grades and make course corrections with the help of advisors and mastery days. Support staff have access to grades and are able to initiate or support student interventions. Disciplinary referrals, notes, interventions are also shared and inform student case management. COST and Wellness referrals can be tracked by teaching teams. Parent's have not had as much success using Jupitered as expected in part because the district's internet connection failed during the planned parent PD. As a consequence, smaller 1:1 opportunities have been used to ensure parents are able to logon. Push notifications are now programmed to go out to ensure basic grade information is shared even if parents are unable to login.</p> <p>7. The internship post session class was planned into the master schedule. However, it had to be canceled due to a medical condition of the teacher. The class will be held in 2019-20. In addition, we are planning to expand the number of sections for spring 2020.</p> <p>8. Approximately 50 students in dual enrollment classes (ESL and Math) each semester and 22 concurrent enrollment students. Paperwork for articulation of the 12th grade pathway elective has been submitted to Peralta for approval.</p>
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IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	This is not a particularly relevant indicator for newcomer students	All Students	-217.3	Coming soon	-210.2	
Math SBAC	This is not a particularly relevant indicator for newcomer students	Students with Disabilities	n/a	n/a	n/a	
Math SBAC	This is not a particularly relevant indicator for newcomer students	Latino/a Students	-254.8	-234.8	-235.6	
Standards Based Instruction/ Project-Based Learning	Support each Media Academy teachers to plan 1 integrated project per semester with their grade level content teacher colleagues.	All Students	2 or 3 classrooms	3 of 3 classrooms		
Career Technical Education Sequence	12th grade KDOL pathway elective will be articulated with Peralta for community college credit	All Students	not articulated			
Graduate Capstone/ Culminating Experience	100% of all seniors will pass their portfolio presentation with multiple opportunities to demonstrate mastery.	English Learners	8% of seniors did not pass the portfolio presentation, however after receiving additional support were able to pass the re-presentation	100% passage		Development of a more rigorous and standardized portfolio assessment aligned to the central mission of the school (language development and multimedia skills) and the schoolwide learner outcomes.
Course Passage Rates	All students will have multiple opportunities for academic interventions and credit recovery through after school tutoring, advisory classes, Mastery Days, OIHS teacher grading guidelines, post session classes and summer school.	English Learners	12th grade D/F rates 8.9% D 6.7% F	12th grade D/F rates 7% D 6% F	12th grade D/F rates 7% D 5% F	

THEORY OF ACTION

<p>Theory of Action</p>	<p>All our teachers are trained in the Internationals Approach to teach students to improve their speaking, writing, and reading skills in English. We believe that English language acquisition is best fostered in an academic environment in which students participate in 1) Heterogeneous groups 2) Project based curriculum 3) English development is integrated into all content areas. Working in small groups, students learn academic content, art, music and technology through rigorous, hands-on projects as they learn their new language.</p> <p>2nd adults (Newcomer Assistants/Paras/Student Teachers/Americorps Vistas) staff all 9th and 10th grade newcomer classrooms to provide academic support to struggling SIFE students.</p> <p>In 2018-19 we aligned the school calendar and plan for multiple mastery opportunities and academic interventions to ensure all seniors pass their portfolio presentation and as a school we increase course passage rates and [CTE] project based learning.</p> <p>In 2019-20 we will strengthen our practice in the areas of: complex reading, RJ, grading for equity and planning for language instruction and assessment through staff PD and coaching. We also plan to build in more career/WBL opportunities into the curriculum through review of scope and sequence documents, coaching, and summer curriculum institutes.</p>
<p>How are you supporting English Language Learners?</p>	<p>As a school dedicated to newcomers, all classes are specifically designed to meet the needs of ELLs. For example, all classrooms have a language and content objective. Language growth is a component of a student's grade in every class. Teacher receive copious PD/coaching on how to support language development of students. OIHS has a vast array of academic interventions and SEL supports for newcomers.</p>
<p>How are you building conditions for students and adult learning?</p>	<p>Common weekly collaboration time for teachers and departments, weekly PD, three PD retreats, Newcomer Assistants in all 9/10 classrooms and some 11/12 classrooms, school wide mastery interventions, after school tutoring, dual enrollment classes in Fall, Spring, post session and summer school.</p> <p>Master schedule supports students traveling in cohorts, heterogeneous core classes, targeted intervention classes (that don't track other classes), block schedule, and additional planning time for teachers</p>

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	General Purpose Discretionary	\$4,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Goal 1: Graduates are college and career ready.
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	Title I: Basic	\$58,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	Comprehensive Support & Improvement (CSI) Grant	\$30,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Goal 3: Students are reading at or above grade level.

Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	California Partnership Academy	\$3,000.00	1120	Certificated Teachers' Salaries: Stipends	Enter position number at left.	Career Technical Education	Goal 1: Graduates are college and career ready.
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	Grant	\$5,000.00	1120	Certificated Teachers' Salaries: Stipends	Enter position number at left.	Rigorous Academics	Goal 4: English Learners are reaching fluency.
Substitutes to support teacher PD: 2 release days for all teachers to observe other classrooms and plan curriculum. Pay for release days for 6+ teachers to attend ELLMA PD focused on teaching complex texts during the school year	Comprehensive Support & Improvement (CSI) Grant	\$5,425.00	1150	Certificated Teachers: Substitutes	Enter position number at left.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Substitutes to support teacher PD	Title I: Basic	\$10,995.00	1150	Certificated Teachers: Substitutes	Enter position number at left.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Classified stipends to support weekend programming and PD for classified staff	LCFF Supplemental	\$11,000.00	2220	Classified Support Salaries: Stipends	Enter position number at left.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Classified stipends to support weekend programming and PD for classified staff	General Purpose Discretionary	\$5,000.00	2220	Classified Support Salaries: Stipends	Enter position number at left.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Books to support pathway literacy classrooms and dual enrollment	Measure G	\$5,000.00	4200	Books other than Textbooks	Enter position number at left.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Supplementary supplies and materials to support classrooms	General Purpose Discretionary	\$15,001.00	4310	School Office Supplies	Enter position number at left.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.

Supplementary supplies and materials to support classrooms	California Partnership Academy	\$26,942.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Supplementary supplies and materials to support parent center and the parent esl classrooms	Title I: Parent Participation	surplus	4310	School Office Supplies		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.
1.0 fte Newcomer History Teacher - class size reduction for 9/10 classrooms (R)	LCFF Supplemental	\$70,346.00	1105	Certificated Teachers' Salaries	4629	Enter position number at left.	1.00	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
.45 fte Newcomer Biology Teacher - class size reduction for 9/10 classrooms (L)	Grant	\$36,704.25	1105	Certificated Teachers' Salaries	3865	Enter position number at left.	0.45	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
.55 fte Newcomer Biology Teacher - class size reduction for 9/10 classrooms (L)	LCFF Supplemental	\$44,860.75	1105	Certificated Teachers' Salaries	3865	Enter position number at left.	0.55	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
.7 fte Newcome Math Teacher - class size reduction for 9/10 classrooms ()	LCFF Supplemental	\$49,242.20	1105	Certificated Teachers' Salaries	2959	Enter position number at left.	0.70	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
.3 fte Newcome Math Teacher - class size reduction for 9/10 classrooms ()	Grant	\$21,103.80	1105	Certificated Teachers' Salaries	2959	Enter position number at left.	0.30	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
1.0 fte History Teacher - class size reduction for newcomer inclusion 12th grade classrooms (A)	Grant	\$70,346.00	1105	Certificated Teachers' Salaries	6164	Enter position number at left.	1.00	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Offer 6 dual enrollment math and ESL courses over the academic year to support GATE and advanced students	N/A			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.

Provide staff/departmental/individual PD to help teachers transitioning to mastery based grading of content and language objectives	N/A			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Summer PBL Institute, June 3-7, 2019. The focus is on developing interdisciplinary projects that are aligned to the CTE standards and pathway themes.	N/A			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 2: Students are proficient in state academic standards.

WORK-BASED LEARNING

School: Oakland International High School

[Link to 18-19 SPSA](#)**WORK-BASED LEARNING MEASURE N SITE ASSESSMENT**

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	2+	2+	All students participate in Career Week - a series of advisory lessons and career speakers. WBL opportunities at OIHS tend not to be personalized, rather they are targeted at particular grade levels -- career readiness units integrated into 11th grade, KDOL practicum/internship integrated into 12th grade. There are few activities outside of Career Week and an Algebra unit for career awareness and exploration in 9th and 10th grades.
Pathway Outcomes	2+	2+	2+	WBL experiences occur in pathway electives at each grade and in advisory classes in each grade. 9/10th grade integrates career exploration into an Algebra unit. 11th and 12th grade does not explicitly have a WBL unit in core content classes. However, all classes are required to have a project that integrates pathway specific skills into the project.
Pathway Evaluation	2-	2-	3	In spring 2018 OIHS invested in a design challenge retreat. A heterogeneous group of stakeholders came together to map out and access current career and WBL across the 4 years of the pathway and then to identify opportunities for improvement and redesign out scope and sequence for this work across the curriculum.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION*What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?***IMPORTANT:** If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Internships & Practicum: Although we invested in the Internship & Career Readiness FTE in 16-17, the teacher went on leave. We integrated the career readiness curriculum (resume writing, career searches, college exploration, business letter writing etc.) into 11th grade advisory classrooms and corresponding CTE class. In 2018-19 we strengthened the KDOL/OIHS partnership by investing in a full time teacher who is fully embedded in the 12th grade. This teacher participates in all staff PD, team meetings, case management, and co-plans the student practicum experience with KDOL staff.</p> <p>Career Awareness and Exploration: Our academic counseling team organizes a school wide Career Week, bringing 50+ professionals into advisory classroom to present to students and answer questions. Advisors teach career awareness and exploration lessons (interest surveys, professionalism, interviewing, asking questions, thank you letter writing, etc.) during Career Week. This year we had career presentations in Spanish and Arabic to reach our most newly arrived English Learners. In addition we integrated career exploration activities into 4 post session classes and offered four media related electives.</p> <p>CTE: Counseling staff worked with KDOL and Laney to articulate the coursework of the KDOL pathway elective class and create an end of course assessment that would provide students with Laney credit for Media 104A.</p> <p>In the spring of 2019 a cross section of the staff came together for a retreat. They participated in a design challenge that would provide a draft four year scope and sequence to embed WBL, career exploration, CTE skills and career readiness into core content classes, advisory and post session curriculum. Their draft will be workshopped by leadership and grade level teams through the late spring. The final draft will inform curricular revisions to scope and sequences for 2019-2020.</p>	Fully Implemented	Effective	<p>12% seniors are currently participating in the Genesys Internship program. 71% of seniors participate in the KDOL classes and practicum that offers students dual enrollment credits.</p> <p>100% of 11th graders participated in career awareness, exploration and preparation curriculum. Counseling staff and leadership want to better articulate this curriculum vertically over 9-12th grade.</p> <p>100% of all students grades 9 through 12 participated in Career Week speakers and curriculum.</p> <p>Articulation is in progress and credit for 104A will be assessed in June 2018.</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Career Awareness	During career week 100% of OIHS students have access to a multi-media industry speaker. (Currently 9/10 have 2 speakers and 11/12 have 4 speakers; but most are not pathway aligned)		9% of 54 career speakers linked to the pathway industry	20% of career week speakers linked to career pathway	Career speakers will be integrated into at least 4 non career week lessons	
Career Exploration	Reinstate an internship postsession class		0	25 students	all 11th grade students who are not credit deficient; approximately 50-75 students	
Career Preparation	Align math curriculum to CTE programs at Peralta Colleges to develop technical skills students need to be successful in post secondary programs.		25 students total; 75% passed the stats dual enrollment summer school class	30 students total; 80% passed the stats dual enrollment summer school class		

THEORY OF ACTION

Theory of Action	If we continue our work to align student learning outcomes with post secondary career and technical programs and opportunities, our students will be better prepared to access those opportunities after graduation. Specifically starting in the spring of 2019, we will bring together a cross section of the staff for a retreat focused on a design challenge that will provide a draft four year scope and sequence to embed WBL, career exploration, CTE skills and career readiness into core content classes, advisory, and post session curriculum. Their draft will be workshoped by leadership and grade level teams through the late spring. The final draft will inform curricular revisions to scope and sequences for 2019-2020 and the PD/coaching needs to support this work through 2020. We also seek to increase opportunities for pathway dual enrollment during the school year, post session and summer for 2019-2020.
How are you supporting English Language Learners?	All pathway teachers receive significant PD and coaching specifically to support the needs of ELL students. New teacher receive an additional week of training related to newcomer needs. Providing Career Week presenters who are fluent in our students' home languages supports newcomer ELs.
How are you building conditions for students and adult learning?	Common collaboration time for teachers and departments, weekly PD, three PD retreats, a master schedule that supports senior internships, providing dual enrollment classes in Fall, Spring, post session and summer school.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal
Bus/BART passes to support students to attend field trips, college and career exploration trips, after school tutoring and internships	LCFF Supplemental	\$40,000.00	4310	School Office Supplies		Enter position number at left.		Building the Conditions	Goal 5: Students are engaged in school every day.

Bus/BART passes to support students to attend field trips, college and career exploration trips, and internships	California Partnership Academy	\$20,159.00	4310	School Office Supplies		Enter position number at left.		Work-Based Learning	Goal 5: Students are engaged in school every day.
Bus/BART passes to support students to attend field trips, college and career exploration trips, and internships	Grant	\$5,000.00	4310	School Office Supplies		Enter position number at left.		Work-Based Learning	Goal 5: Students are engaged in school every day.
.22 KDOL Pathway Teacher 12th Grade	Grant	\$15,884.66	1105	Certificated Teachers' Salaries	4774	Enter position number at left.	0.22	Career Technical Education	Goal 5: Students are engaged in school every day.
.78 KDOL Pathway Teacher 12th Grade	LCFF Supplemental	\$56,318.34	1105	Certificated Teachers' Salaries	4774	Enter position number at left.	0.78	Career Technical Education	Goal 5: Students are engaged in school every day.
Conferences to support pathway teacher PD	California Partnership Academy	\$2,500.00	5220	Conference Expense		Enter position number at left.		Career Technical Education	Goal 5: Students are engaged in school every day.
All 12th graders enrolled in either an internship or KDOL practicum	California Partnership Academy	\$9,000.00	5825	Enter object code at left.		Enter position number at left.		Work-Based Learning	Goal 5: Students are engaged in school every day.
Contract for 1 americorps vista to support the media pathway to develop and support work based learning opportunities (internships, job shadowing, career week, post session, and field trips) for students	Measure N	\$15,000.00	5825	Central Consultants		Enter position number at left.		Work-Based Learning	Goal 5: Students are engaged in school every day.
Career Week, a school wide activity based in advisory classrooms, brings 50+ professionals into advisory classroom to present to students and answer questions. Advisors teach career awareness and exploration lessons (interest surveys, professionalism, interviewing, asking questions, thank you letter writing etc) during Career Week.	N/A			Enter object code at left.		Enter position number at left.		Work-Based Learning	Goal 5: Students are engaged in school every day.
Bus/BART passes to support students to attend field trips, college and career exploration trips, after school tutoring and internships	Title I: Basic	If additional funds become available	4310	School Office Supplies		Enter position number at left.		Building the Conditions	Goal 5: Students are engaged in school every day.

Bus/BART passes to support students to attend field trips, college and career exploration trips, after school tutoring and internships	Measure N	If additional funds become available	4310	School Office Supplies		Enter position number at left.		Building the Conditions	Goal 5: Students are engaged in school every day.
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COMPREHENSIVE STUDENT SUPPORTS School: **Oakland International High School** [Link to 18-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	4	4	4	<p>OIHS has a wide range of academic and social emotional supports for students. The Wellness Center coordinates medical appointments, mental health services, legal assistance, emergency food assistance, emergency housing, and referrals for MediCal, CalFresh and benefits. OIHS offers a robust afterschool program that includes: tutoring, athletics, dual enrollment, and enrichment programs. During the school day, OIHS has a range of academic supports including literacy classes for all students, 2nd adults in all 9/10th grade and literacy classrooms, SIFE math intervention classes, and inclusion support structures.</p> <p>In 2016 National Education Policy Center awarded OIHS a silver medal in it's national contest, "Schools of Opportunity" in recognition of excellent public high schools that actively strive to close opportunity gaps and build on student strengths by creating and supporting engaging learning opportunities for all their students.</p> <p>In 2017 the Institute of Educational Leadership and Coalition for Community Schools awarded 3 schools their national prize "Community Schools Award for Excellence" for creating academic, SEL, and service programs that support students and families succeed.</p>
College & Career Plan	2	2+	3	<p>On "College Day" all students at OIHS have a day of visiting at least 1 college (if not 2). This trip is preceded and followed by college exploration curriculum at all grade levels. New students are split into native language groups to talk about post secondary options (4 year, community college, vocational ed). Similarly, the entire school participates in "Career Week" in which advisory curriculum is tailored to each grade level. All students have career quest speakers, ask questions, and 9th and 10th grade students have the option to hear a native language presenter.</p> <p>Much of the academic counseling 9-11th grade is focused on closing gaps caused by immigration, school system transitions, SIFE status, and ELL status. Our goal is not only to have each student graduate, but as many as possible graduate with A to G status. Student works with counseling and advisory staff in the fall of 12th grade to finalize a post secondary plan. We endeavor to have the 1:1 post secondary plan completed by spring of 11th grade in the future.</p>

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>This is year 2 of actions begun in 2017-18:</p> <p>Implementation of a student wellness center for tier 1 interventions, connect students to services and community partners. Wellness staff also manage a caseload of tier 2 and 3 students who have long term needs for support.</p> <p>College & Career Counseling staffing was doubled in 2017-18 in order to provide additional supports to students, create advisory curriculum, design college/career experiences for all grade levels, track student progress, and make strategic interventions for individual students and program design.</p> <p>Our growing arabic speaking student population, mainly Yemeni, has struggled academically and social-emotionally as a result of the conflict in the Middle East. Most have gaps in their formal education due to the war. Nearly all have close family members trapped in Yemen who can not immigrate due to the war and new federal immigration policies. The combination of academic and SEL stressors has made learning difficult. In 2016-17 OIHS brought on 2 arabic speaking classroom support staff to address academic achievement. In 2017 we applied for a grant to address the SEL needs of Yemeni students. As a result, we created two arabic support clubs (male and female), paid for community building field trips and camping experiences, hosted an arabic career speaker series, and hired a student mentor to lead office interventions with Yemeni boys and families.</p>	<p>Fully Implemented</p>	<p>1. Highly Effective</p> <p>2. Highly Effective</p> <p>3. Highly Effective</p>	<p>Wellness Center & Services: OIHS's wellness center continues to provide high-quality and compassionate case-management for high need students; student and family resource events to provide resources and service connections and to build community; home visits to better connect with students and their families; and manhood development sessions and team wellness workshops with Soccer Without Borders, our program partner/contractor. In a single quarter this year, our Wellness Center supported 453 case management hours, over 1,215 drop-in visits (an average of 23 visits/school day, and 23 minutes/session). Overall, our Wellness Program has contributed to a reduction in suspensions and expulsions, an increased sense of school connectedness, and increased access to key services for students/families, such as emergency food, immigration legal support, mental health, and crisis resources.</p> <p>Wellness Ambassadors & Leadership: Wellness Ambassador student leadership program includes 19 students from 10 countries who were elected by their peers to support and improve a culture of wellness at OIHS, support wellness-related activities, and represent their constituencies to advocate for change within the school. Our Wellness Ambassador student leadership team has increased early connections between new students and the OIHS Wellness Center; these peer-elected students have gained hands-on skills and tools to support themselves and one another, and have a vested interest in the Wellness Center programs, thereby supporting their peers to connect to Wellness Staff and avail themselves of services, from drop-in support to case management to wellness events. Wellness Ambassadors participated in bi-weekly meetings and trainings to build skills in personal wellness, supporting the wellness of others, school/community resources, and career exploration in health fields. Trainings included a presentation on the impacts of alcohol and marijuana and the causes of drug/alcohol abuse; presentations from mental health professionals on self-care; and team building field trips related to pushing one's personal comfort zone. Students also collaborated on their own personal "Wellness Projects" to conduct in service to the school community; these projects supported further leadership skills, putting the skills they'd learned in the meetings into action in service of their communities. We launched several other student leadership opportunities this school year including Asian Club, Latinas With Dreams, and the Friday Arabic student mentorship and affinity group; in these culturally-linked groups, students engage in deep dialogue about questions of identity and belonging and formulate projects to build tolerance and community connectedness both on and off campus.</p> <p>College & Career: With an increase in staffing, the Career and College counseling program provided more college and career opportunities to students in all grade levels. A school-wide college field trip was coordinated in the Spring for students to visit and learn about the different programs offered at the local colleges and Universities. Counselors intensively collaborated, organized, and promoted Dual and Concurrent enrollment classes provided through the Peralta Community College District. Compared to last year, a substantial number of students in all grade levels participated in different college classes offered at the community college campuses and OIHS. A College Information Night is offered every Fall where all students and families are invited to learn about after high school options, financial aid, and career programs. Native language presentations are available for parents. The counseling department also organized two "Coffee with the Counselors" events during the school year to meet with families and answer any questions regarding their child's academics and promote college and careers opportunities offered in and out of OIHS. Along with this event, counselors presented college and financial aid information to parents in the OIHS' parent leadership group in hopes of creating a connection between students, their families, and the counseling department. Our Counseling program initiated a peer counseling group to increase the connection between OIHS students and promote college and career opportunities. The peer counseling group presented post-secondary options curriculum created by the counselors to students in the 9th and 10th grade. Through this peer support group, students in lower grade levels had the opportunity to learn about the different post-secondary options offered in the United States and begin reflecting on their future goals.</p> <p>Support for arabic speaking & Yemeni students: There has been a 66% reduction in referrals for our Yemeni males students to date, and a 77% reduction in referrals for severe infractions.</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Reduce the suspension rate for Yemeni boys so it is proportionate with other subgroups at the school. In 17-18 Arabic speaking boys accounted for 38% of suspensions. The school's total suspension rate for 2017-18 was 6.6% of students compared to the high school network average of 6.4%		38%	5%	5%	
College Access	All students will have an individualized college and career plan by the end of 11th grade.	All Students	All 12th grade students	All 11th grade students	All 11th grade students	
Differentiated Interventions	Strengthen systems of support and communication between sped staff and inclusion teachers. Modify curriculum of 12th grade sped support class in order to address the number of students failing English and history in 12th grade.	Students with Disabilities		Monthly case management of sped students; implementation of tracking systems for RSP and SDC staff.		Provide stronger trainings for all staff (sped & gen ed) around special education inclusion. Refine the inclusion model to take into account the needs of newcomers and resources of the school. More timely processing of IEP referrals.

THEORY OF ACTION

Theory of Action	<ol style="list-style-type: none"> 1) Wellness Center integrates the work of COST (mental/medical health, tutoring, academic advising, legal aid, food stamp referrals etc.) with urgent situations (housing insecurity, crying teenagers etc.) 2) PD offerings to teachers and staff support trauma informed instructional and RJ practices in order to reduce disruptive behaviors and maximize student attendance 3) School will continue new support structures for struggling Yemeni and Sped students in order to improve grades and disciplinary outcomes. 4) School will continue to support college plan through advisory curriculum, college trips for all students, and 1:1 academic advising 5) Provide culturally relevant after school programming that supports students academic achievement and social-emotional and physical well being
How are you supporting English Language Learners?	School will target struggling sub populations of ELL students (yemeni boys and sped inclusion students) in order to increase intervention services, enrichment opportunities, and address their SEL/academic needs.
How are you building conditions for students and adult learning?	Weekly team meetings, Sped department meetings, and COST meetings allow for case management for students academic and SEL needs. In addition PD to support teachers responding to student trauma, inclusion, and advisory curriculum will be offered in summer or whole staff PD.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal
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Professional contract to pay for mental health interns and multi-lingual programming	LCFF Supplemental	\$25,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
SSO afterschool to ensure student safety	21st Century Community Learning Centers	\$9,000.00	2220	Classified Support Salaries: Stipends		Enter position number at left.		Building the Conditions	Goal 5: Students are engaged in school every day.
Contract for parent ESL classes, refugee and immigrant support services	Title I: Parent Participation	\$1,801.00	5825	Central Consultants		Enter position number at left.		Building the Conditions	Goal 6: Parents and families are engaged in school activities.
Contract for parent ESL classes, refugee and immigrant support services	General Purpose Discretionary	\$36,199.00	5825	Central Consultants		Enter position number at left.		Building the Conditions	Goal 6: Parents and families are engaged in school activities.
Stipends for teachers to support afterschool programming, tutoring, and clubs to advance student achievement, school climate and wellness	21st Century Community Learning Centers	\$3,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Benefits for teachers and classified staff in the afterschool program	21st Century Community Learning Centers	\$15,812.00	3000	Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Casemanager to support restorative justice, home visits, male mentoring, and behavior interventions	Grant	\$40,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Newcomer Assistant to provide support in the afterschool program and coordinate all volunteer services, training and outreach	LCFF Supplemental	\$8,793.00	2205	Classified Support Salaries	4838	Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Newcomer Assistant to provide support in the afterschool program and coordinate all volunteer services, training and outreach	21st Century Community Learning Centers	\$37,707.00	2205	Classified Support Salaries	4838	Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

After School Programs: In partnership with our Lead Agency, the East Bay Asian Youth Center, as well as the school's founding partners, Soccer Without Borders and Refugee Transitions, OIHS provides a comprehensive after school program that includes after school tutoring & homework help; English & Math remediation classes; soccer, teambuilding & life skills programming; basketball; biking; gardening & coking; dance; art; music; and others.	21st Century Community Learning Centers	\$170,684.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Bus rental for college trips to explore post secondary options	California Partnership Academy	\$5,000.00	5825	Central Consultants		Enter position number at left.		Rigorous Academics	Goal 5: Students are engaged in school every day.
Bus rental for college trips to explore post secondary options	Comprehensive Support & Improvement (CSI) Grant	\$1,000.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education	Goal 5: Students are engaged in school every day.
Mental Health & socio-emotional support services: We offer in-school counseling, cultural groups and mentorship services in over eight languages, as well as referrals to outside agencies.	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Health Services: OIHS coordinates referrals to health care providers and supports families to enroll in available health care plans. In partnership with nearby Oakland Tech / La Clinica de la Raza's TechniClinic, we are able to offer school-based health services, including health education, vaccination, family planning and primary care visits.	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Legal Services & Outreach: OIHS provides extensive referrals to legal service agencies, particularly related to immigration. We have a particular focus on supporting legal access for our growing population of unaccompanied minors.	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Parent/Family Engagement, Leadership & Education: OIHS provides daily classes for parents in English (taught by Refugee Transitions), as well as weekly computer, gardening and cooking classes. We hold over a dozen family events, family outreach/support services days, family meetings & workshops, and engage a key cohort of parent leaders each year.	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

Wellness Center helps students and families access social services and support: emergency food aid, emergency housing for homeless and housing insecure students, MediCal, Calfresh, DMV, Social Security etc.	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Summer School Interventions and Enrichment to support newcomer language development and course passage	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
On "College Day" all students at OIHS have a day of visiting at least 1 college (if not 2). This trip is preceded and followed by college exploration curriculum at all grade levels. New students with limited English are split into native language groups to talk about post secondary options (4 year, community college, vocational ed).	N/A			Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 5: Students are engaged in school every day.
All staff participate in "Community Walks" PD to provide greater understanding of the cultures at OIHS and the specific issues they face	N/A			Enter object code at left.		Enter position number at left.		Building the Conditions	Goal 5: Students are engaged in school every day.
Individual tier 2-3 case management for foster youth by wellness center staff	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
SIFE students have additional math support class to remediate gaps in math fluency and help them through alg/geometry	N/A			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
Date	Stakeholder Group	Engagement Description
November	SSC	Budget prioritization
3/17/2019	SSC	Budget Update
4/2/2019	SSC	SPSA and budget finalization and passage
At least monthly	Leadership Team	Budget prioritization, updates, review and approval
3/20/2019	Measure N	Interdisciplinary, cross team representation of teachers + counseling, admin, coaching and pathway elective teachers design challenge around areas of opportunity highlighted in our self assessment