

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Oakland International High School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century Learning
- Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Oakland International High School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Oakland International High School
CDS Code: 1612590115667
Co-Principals: Carmelita Reyes & Veronica Garcia
Date of this revision: 6/6/2017

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

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

Contact: Carmelita Reyes
Address: 4521 Webster Street
Oakland, CA 94609

Position: Co-Principal
Telephone: 510-597-4287
Email: carmelita.reyes@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Oakland International High School

Site Number: 353

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

Date(s) plan was approved: 3/16/17

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

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

Signatures:

Carmelita Reyes & Veronica Garcia

C. Reyes *V. Garcia*

5/16/17

School Co-Principals

Signature

Date

Vanesa Soto Lopez

Vanesa Soto Lopez

5/16/17

Print name of SSC Chairperson

Signature

Date

Preston Thomas

P. Thomas

5/18/17

Network Superintendent

Signature

Date

Marcus Silvi

Marcus Silvi

5/25/17

Coordinator, Office of Accountability Partners

Signature

Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Oakland International High School

Site Number: 353

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

Date	Stakeholder Group	Engagement Description
3/6/17	SSC	discuss and adopt draft budget
Weekly Feb-March	Leadership	Response to budget cuts
Weekly Dec	Leadership	budget prioritization
11/1/16	SSC	budget prioritization

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$119,625.33	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$314,136.26	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$433,761.59	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$56,083.04	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,926.88	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$251,343.00	TBD
TOTAL:	\$309,352.92	\$0.00

PART 1: ABOUT THE SCHOOL

1A. 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.

1B. 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.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:

Last WASC Self-Study: 2016-17

Next Self-Study:

School WASC Goal:

1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction
2. 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
3. Increase rigor for all individuals working within group processes
4. 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 portfolio process.
5. 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.

Associated LCAP Goal:

- 4: English learners are reaching English fluency.
- 2: Students are proficient in state academic standards.
- 1: Graduates are college and career ready.
- 2: Students are proficient in state academic standards.
- 5: Students are engaged in school everyday.

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
<p>Graduate Outcomes</p>	<p>Our schools ELL A-G completion rate is 22% higher than the district avg for EL students and 5% higher than the district generally.</p> <p>Dropout rate for EL students in 2013-14 was 2.3 percentage points lower than the district average for EL students (37.2% vs 39.5%). The drop out rate for the class of 2014 declined to 29% and 28% for the class of 2015 (using 6 year graduation rates).</p> <p>The graduation rate for EL students at OIHS is only 3.6 percentage points lower than the district avg for EL students in 2013-14 despite the fact that most ELs at other schools are long term ELLs and most students at OIHS are newcomers. Student at OIHS who did not graduate and did not drop out persisted for a fifth year of high school at a much greater rate than other EL district non-grads (30.2% vs 24.3%) in 2013-14. Allowing for a 6 year graduation rate, 69% of the class of 2014 graduated and 72% of the class of 2015 graduated.</p>	<p>We are struggling with a 28% drop out rate that is caused in large part by immigration of SIFE and UAC students who are under prepared academically and have enormous economic pressure to work.</p>
<p>Post-Secondary Readiness</p>	<p>College enrollment and persistence data according to NSC are on par with the district according to national clearing house data. More recent internal data shows enrollment rates for graduating seniors of 71%</p>	<p>Students still struggle with reading at the time of graduation, in spite of tremendous growth over time.</p> <p>Students are testing into lower levels of math at Peralta, which extends the time they need to spend at community college before they can take credited/transferrable math classes. Want to improve our math preparation program so that students are testing into higher level math classes.</p>

<p>Climate and Culture</p>	<p>On the CHKS survey OIHS students report being happier, safer, more respected and more encouraged in school by teachers than district averages.</p> <p>Wellness Center Opened 2016-17 and is seeing 61 students daily (average) to provide drop in SEL support, crisis management, social service referrals, appointments for health clinics, snacks for kids who missed breakfast etc.</p>	<p>Chronic absence rate was reduced 5 percentage points (22.8% change) from 2013-14 to 2014-15. However, there was a significant uptick in 2016-17 to 17.8% compared to the district average of 11.2%.</p> <p>COST team totally overwhelmed: 150 referrals received this year. OIHS cost referrals excluded all legal and health clinic referrals. By spring there is insufficient mental health providers providing therapy in native language. Approximately 100 students on campus attend 1:1 counseling or group therapy.</p> <p>Wellness Center is a victim of its own success. Need additional staffing to triage the flow of students.</p>
<p>Rigorous Academics</p>	<p>Implementation of Reading Intervention classes for all students has helped SRI growth.</p> <p>SRI growth spring 2016 over spring 2015 (avg annual growth 12th grade 221 lexile points; 11th grade 255 lexile pts; 10th grade 144 lexile pts; 9th 153 pts.</p> <p>Implementation of SIFE Math support class for students with large gaps in formal education. Implementation of Honors Math class to prepare students for higher level math classes in college. Retooling the math curriculum for greater preparation and alignment to community college classes.</p> <p>Comparing CELDT scores for fall 2015 with fall 2014, 84% of all students increased in their raw score. 40% increased their overall CELDT by a level or more; 4% backslid.</p>	<p>Students still struggle with reading at the time of graduation, in spite of tremendous growth over time.</p>
<p>Pathway Development</p>	<p>OIHS students are enrolled in pathways at a higher percentage than the district average.</p>	<p>Leadership of the academy has been problematic as there was historically high turn over in this position. However, investment was made this year in supporting the academy director and she is expected to continue in this position.</p> <p>Increasing use of technology in 10th grade pathway class</p>

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	High drop out rate for SIFE and UAC students.	See climate and culture issue as it likely related to attendance drop outs disproportionately Latinos with COST referrals. This is also related to the increasing numbers of UAC students who are enrolling, who lack support structures/families outside of school.	Personalized Student Support
Post-Secondary Readiness	Students still struggle with reading at the time of graduation, in spite of tremendous growth over time.	~33% of our students are SIFE (missing 2+ years of formal education); almost all students start OIHS with zero lexile-->they need lots of reading and math interventions, in addition to high school content to prepare for college. Until 2015-16, funding did not exist for these intervention classes.	Equity/Access/Achievement
Climate and Culture	1) Chronic absence 2) Need additional Wellness staffing to triage tier 1 drop in students	72% of COST referrals were for mental health; 65% of COST referrals were students from Guatemala, El Salvador, and Honduras; 52% of referrals were UAC students (although they comprise only a quarter of the population); UAC students also disproportionately had referrals for housing insecurity and CPS. UAC students have far larger needs and have access to far fewer services than other students. On average these students are boys, SIFE, legal cases pending, housing insecure, no papers, no health insurance, no food stamps, no Calworks, no parent in the country, need to work. They have all sorts of legitimate reasons to be scared, pissy, and frustrating. Additional staffing is needed to coordinate referrals, case manage students with insecure housing, and provide mental healthcare. Teachers must employ trauma informed instructional techniques.	Personalized Student Support

Rigorous Academics	Students still struggle with reading at the time of graduation, in spite of tremendous growth over time.	<p>~33% of our students are SIFE-->they need lots of reading and math interventions, in addition to high school content to prepare for college. The district has not committed proportionately more resources to provide reasonable class sizes or summer school for newcomers despite the explosion in their numbers. Nor does the district allow sites to use GP, LCAP, or title 1 funds to supplement summer programs. More engagement with and coordinated advocacy from newcomer sites, ELMA office, and LCAP committee needs to occur. Roadblock appears to be "closing the books" on the fiscal year. Fiscal does not want to deal with the headache of rolling over funds to be used for summer school. The district has also not committed to funding a 7-8 period day for students despite the fact that ERS report stated it was necessary.</p> <p>SRI scores from Guatemalan and Yemeni students reveal a greater risk of low literacy compared with SRI scores of students from other countries. Guatemalan students are not only more likely to be SIFE (thereby scoring lower on the SRI) but the non-SIFE Guatemalan students are more likely to score lower on the SRI than their Central American peers. Non-SIFE Yemeni students score similarly on the SRI as the non-SIFE Guatemalan students, so they may also be a group to monitor more closely in case intervention is necessary. Interestingly, there are few SIFE students from Yemen.</p>	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Increasing use of technology in 10th grade pathway class	10th grade pathway teacher while proficient in basic computer skills necessary to be a teacher, had not incorporated tech skills into her curriculum.	Program of Study & Master Scheduling

2C. Current Strategy Analysis

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Provide language acquisition PD opportunities and coaching support for teachers in their 1st and 2nd year working with newcomers	Yes	All new teachers have participated in a Language Integration PD series facilitated by ELLMA Office and OIHS Learning Lab. Evidence of language scaffolds in planning & Instructional practices of all new teachers, with continued support through OIHS Instructional Coaches. All students have access points for the curriculum in each class.

Culture & Climate Improvement Strategy:	Continue implementation of levels of responsibility, trauma informed instructional and RJ practices with PD support	Yes	Not Yet	Office Staff and teachers have attended district led Tier 1-3 RJ PD. 7 OIHS students have attended Peer RJ training to date. Staff tuned "levels of responsibility" in August PD, however no observable evidence that it is fully implmented in a meaningful way throughout the school. Students are in the practice of partiicipating in Tier 1 RJ circles in advisories and as needed.
Pathway Development Strategy:	Coordinate the work of the academy director, curriculum coaches, electives dept to review scope and sequences and tune curricular units to prioritize academy focus.	Yes	Yes	Media Academy meets weekly to tune and align currciulum.
Design Feature #1 (New/Emerging):	Create a Wellness Center that 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.)	Yes	Yes	Data supports evidence that the Wellness Center has absorbed much of the previous office traffic. Office is less chaotic. Behaviors that had been showing up as discipline problems are now visible as specific and real student needs around health, mental health, hunger, and other needs. Data clearly points to need for greater staffing of the Wellness Center.
Design Feature #2 (New/Emerging):	Add \$40k/.5 FTE academic planning/career support for 9-11th grade that will focus on building college and career activities into the school, teams, and advisory curriculum	Yes	Yes	Implemented the position, increased support for college fieldrip planning and academic advising 9-11th grade
Design Feature #3 (New/Emerging):	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	Yes	Yes	Currently staffed at 6 full time Learning Lab Academic Assistants/Paras and 3 part-time. Students are receiving in class and pull out support in classes, and continued support in afterschool tutoring. Students are engaged in daily group work, center rotations, and in-class interventions in 9/10 classes. Support allows for differentiation in classes with 1/3 SIFE and full inclusion.

Signature Element #1 (Established):	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.	Yes	Yes	All teachers have projects planned as evidence in their Scope & Sequences and Portfolio Projects. Curriculum tunings, teacher/peer observations, and teacher evaluations maintain focus on all aspects of the Internationals Approach and provide targeted feedback/support.
Signature Element #2 (Established):	Master schedule supports students traveling in cohorts, heterogenous core classes, targeted intervention classes (that don't track other classes), block schedule, and additional planning time for teachers	Yes	Yes	All students are traveling in heterogenous cohorts for core classes, and have access to targeted intervention classes (that don't track other classes). The block schedule is in place and there is additional planning time for teachers to plan and collaborate.
Signature Element #3 (Established):	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	Yes	Yes	Teachers have more time than ever to collaborate as departments and in teams. Every teacher has a coach. All departments are empowered to lead their own work, with coaches supporting. More case management time has been built into PD. Some committees, like PD and Portfolio, are collaborating on developing PD time (weekly & retreat) for all staff.

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	6 year graduation rates will increase from 69% in 2013-14 to 75% (revised to 78%).	A-G Completion	English Learners	2015-16 TBD 2014-15 = 72%	73.0%	75.0%	

Post-Secondary Readiness	A-G completion will rise from 36.5% in 2013-14 to 41.5% (revised to 60%)	A-G Completion	English Learners	56.2%	58.0%	60.0%	4. 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 portfolio process.
Climate and Culture	Chronic absences will decline 2 percentage points from 16.9% in 2014-15 to 14.9% (revised to 14.5%)	Chronic Absence	English Learners	14.2%	14.9%	14.5%	
Rigorous Academics	Students will score a 100 lexile within 18 months of immigration. Ideal N2 at least sife 150/350 non-sife; N3 at least 400 sife/600 non-sife; N4 550 sife/900 non-sife	SRI	English Learners	N3 avg lexile 197 sife/ 386 non-sife; N4 299 sife/ 428 non-sife	N3 avg lexile 300 sife/ 500 non-sife; N4 400 sife/ 600 non-sife	N3 avg lexile 300 sife/ 500 non-sife; N4 400 sife/ 600 non-sife	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction
Pathway Development	Stengthen technology use in 10th grade pathway elective			Students use technology mainly to express themselves in writing in the pathway	Students use multimedia programs to create at least 2 projects in the 10th grade pathway elective		

PART 4: STRATEGIES

Major Improvement Strategies		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide <u>Language & Literacy</u> Improvement Strategy:	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	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

Schoolwide Mathematics Improvement Strategy:	Align all core math classes, support classes, summer school classes, and dual enrollment classes to mitigate need for remediation at the community college level. Students would matriculate into either credit bearing classes or one level below upon graduation (Stats or Trig/Pre-Stats).	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
Culture & Climate/SEL Improvement Strategy:	Continue implementation of levels of responsibility, trauma informed instructional and RJ practices with PD support	Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions
Pathway Development/Implementation Strategy:	Strengthen technology use in 9-12th grade through coaching, curriculum tuning, IT support, and program monitoring by academy director	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Measure N Design Features		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Create a Wellness Center that 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.) to support newcomer immigrants, refugee, foster and homeless youth	Personalized Student Support	
Measure N Design Feature #2:	Add \$40k/.5 FTE academic planning/career support for 9-11th grade that will focus on building college and career activities into the school, teams, and advisory curriculum	Personalized Student Support	
Measure N Design Feature #3:	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	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.	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions

Signature Element #2 (Established):	Master schedule supports students traveling in cohorts, heterogenous core classes, targeted intervention classes (that don't track other classes), block schedule, and additional planning time for teachers	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
Signature Element #3 (Established):	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy:			
<i>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</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Newcomer English Teacher Provide Language Intervention assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects		A2.7: Class Size Reduction	English Learners
Newcomer English Teacher Provide Language Intervention assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects		A2.7: Class Size Reduction	English Learners
Reading Intervention Teacher assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects	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	A3.2: Reading Intervention	English Learners

<p>Reading Intervention Teacher assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects</p>	<p>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>A3.2: Reading Intervention</p>	<p>English Learners</p>
<p>Reading Intervention Teacher assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects</p>	<p>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>A3.2: Reading Intervention</p>	<p>English Learners</p>
<p>6.6 Newcomer assistant positions to support newcomers and inclusion Sped students in core content and reading intervention classrooms</p>	<p>Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms</p>	<p>A4.3: Newcomer Programs</p>	<p>Students with Disabilities</p>
<p>Blended Learning Licenses (Ex. Lexia, Rosetta Stone, Achieve 3000, IXL Math etc) to support low performing, newcomer, and sped students</p>	<p>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>A3.1: Blended Learning</p>	<p>English Learners</p>

Blended Learning Licenses (Ex. Lexia, Rosetta Stone, Achieve 3000, IXL Math etc) to support low performing, newcomer, and sped students	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	A3.1: Blended Learning	English Learners
Blended Learning Licenses (Ex. Lexia, Rosetta Stone, Achieve 3000, IXL Math etc) to support low performing, newcomer, and sped students	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	A3.1: Blended Learning	English Learners

Schoolwide Mathematics Improvement Strategy: *Align all core math classes, support classes, summer school classes, and dual enrollment classes to midigate need for remediation at the community college level. Students would matriculate into either credit bearing classes or one level below upon graduation (Stats or Trig/Pre-Stats).*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
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Teacher stipends	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.		English Learners
Teacher Substitutes	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.		English Learners
Classified Stipend			English Learners
Newcomer and Dual Enrollment Support Math Teacher assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects		A2.7: Class Size Reduction	English Learners
Newcomer and Dual Enrollment Support Math Teacher assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects		A2.7: Class Size Reduction	English Learners

Culture & Climate/SEL Improvement Strategy:

Continue implementation of levels of responsibility, trauma informed instructional and RJ practices with PD support

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Mental health services provided for COST students in native languages for 1:1 and group therapy: Dari, Arabic, Spanish, Mandarin, Nepali, Vietnamese, French, and English	Create a Wellness Center that 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.)	A5.1: School Culture & Climate (Safe & Supportive Schools)	English Learners
Wellness Center tier 1 support staffing: triages students needs (social, emotional, medical etc.) Serves the diverse needs of low-income students, newcomers, refugees, foster and homeless youth	Create a Wellness Center that 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.)	A5.1: School Culture & Climate (Safe & Supportive Schools)	English Learners
Coordinator of Wellness Center: oversees staff connects students with appropriate services: housing, medical, food stamps, mental health etc. Serves the needs of newcomers, refugees, foster and homeless youth	Create a Wellness Center that 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.) to support newcomer immigrants, refugee, foster and homeless youth	A5.1: School Culture & Climate (Safe & Supportive Schools)	English Learners

Pathway Development/Implementation Strategy: *Stengthen technology use in 9-12th grade through coaching, curriculum tuning, IT support, and program monitoring by academy director*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Computer Teacher and Academy Director		A1.1: Pathway Programs	English Learners
Computer Tech Support	Stengthen technology use in 10th grade pathway elective through coaching and curricular monitoring	A3.1: Blended Learning	English Learners
Computer Tech Support		A3.1: Blended Learning	English Learners

Purchase replacement computers required for blended learning		A2.3: Standards-Aligned Learning Materials	English Learners
Provide 4 sections of KDOL for the 12th grade media pathway		A1.1: Pathway Programs	English Learners

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Provide additional career and academic guidance to 9-11th grade students	Add \$40k/.5 FTE academic planning/career support for 9-11th grade that will focus on building college and career activities into the school, teams, and advisory curriculum	A1.1: Pathway Programs	English Learners
Parent Ed Classes (ESL, technology and cooking)		A6.5: Academic Parent-Teacher Communication & Workshops	English Learners
SSO to keep school safe		A5.1: School Culture & Climate (Safe & Supportive Schools)	English Learners
Provide refreshments at teacher PDs and student celebrations		A2.5: Teacher Professional Development for CCSS & NGSS	English Learners
Provide refreshments at teacher PDs and student celebrations		A2.5: Teacher Professional Development for CCSS & NGSS	English Learners

15% of ITL salary - provides coaching support for new teachers	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.	A2.5: Teacher Professional Development for CCSS & NGSS	English Learners
Coaching support		A2.5: Teacher Professional Development for CCSS & NGSS	English Learners
Coaching support		A2.5: Teacher Professional Development for CCSS & NGSS	English Learners
Dues - WASC etc.		A1.3: A-G Completion	English Learners
Equipment maintenance agreement		A2.3: Standards-Aligned Learning Materials	English Learners
Postage to communicate with families		A2.3: Standards-Aligned Learning Materials	English Learners
Non contracted services - buses for college fieldtrips		A1.1: Pathway Programs	English Learners
After school program provider consultant fees		A1.6: After School Programs	English Learners
Classified Stipends to support professional development and small group student support tutoring		A4.4: Teacher Professional Development focused on English Learners	English Learners
Classified Stipend to support after school SSO and programming		A1.6: After School Programs	English Learners

Provide supplies to support classrooms		A2.3: Standards-Aligned Learning Materials	English Learners
Provide supplemental supplies to classrooms and support programs		A2.3: Standards-Aligned Learning Materials	English Learners
Provide supplemental supplies to classrooms and support programs		A2.3: Standards-Aligned Learning Materials	English Learners
Provide supplemental supplies to classrooms and support programs		A2.3: Standards-Aligned Learning Materials	English Learners
Transportation for college, career, and academic enrichment (AC Transit and Bart Passes etc.)		A2.3: Standards-Aligned Learning Materials	English Learners
AC Transit tickets for parent ed class participants to facilitate participation		A2.3: Standards-Aligned Learning Materials	English Learners

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School: **Oakland International High School**

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER	School ID
\$3,146.00	21st Century Learning	Teacher stipends	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	A1.6: After School Programs	1120				353-1	353
\$8,918.00	21st Century Learning	Classified Stipend to support after school SSO and programming	n/a	A1.6: After School Programs	2220				353-2	353
\$34,712.00	21st Century Learning	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				353-3	353
\$204,567.00	21st Century Learning	After school program provider consultant fees	Provide additional summer intervention/enrichment classes for newcomers to grow their English skills and complete A to G credits	A1.6: After School Programs	5825				353-4	353
\$65,899.01	Donation/Grant: Abundance Foundation	Curriculum Coaching .8FTE	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.	A4.4: Teacher Professional Development focused on English Learners		C11TSA	C11TSA0289	0.80	353-5	353
\$4,000.00	Donation/Grant: Association for Continuing Education	Teacher stipends	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	A4.4: Teacher Professional Development focused on English Learners	1120				353-6	353
\$2,000.00	Donation/Grant: Association for Continuing Education	Provide refreshments at teacher PDs and student celebrations	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	A2.5: Teacher Professional Development for CCSS & NGSS	4311				353-7	353
\$5,569.16	Donation/Grant: Association for Continuing Education	Support continuing education, Academy, and dual enrollment classes	Stengthen technology use in 9-12th grade through coaching, curriculum tuning, IT support, and program monitoring by academy director	A1.1: Pathway Programs	4399				353-8	353

\$33,750.00	Donation/Grant: Association for Continuing Education	Computer Tech Support	Stengthen technology use in 9-12th grade through coaching, curriculum tuning, IT support, and program monitoring by academy director	A3.1: Blended Learning	5737				353-9	353
\$38,000.00	Donation/Grant: Association for Continuing Education	Parent Ed Classes (ESL, technology and cooking)	n/a	A6.5: Academic Parent-Teacher Communication & Workshops	5825				353-10	353
\$40,000.00	Donation/Grant: Association for Continuing Education	Provide additional career and academic guidance to 9-11th grade students	Add \$40k/.5 FTE academic planning/career support for 9-11th grade that will focus on building college and career activities into the school, teams, and advisory curriculum	A1.1: Pathway Programs	5825				353-11	353
\$35,000.00	Donation/Grant: Association for Continuing Education	Provide 4 sections of KDOL for the 12th grade media pathway	Stengthen technology use in 9-12th grade through coaching, curriculum tuning, IT support, and program monitoring by academy director	A1.1: Pathway Programs	5825				353-12	353
\$2,000.00	Donation/Grant: Association for Continuing Education	Non contracted services - buses for college fieldtrips	Add \$40k/.5 FTE academic planning/career support for 9-11th grade that will focus on building college and career activities into the school, teams, and advisory curriculum	A1.1: Pathway Programs	5826				353-13	353
\$29,100.00	Donation/Grant: Association for Continuing Education	Blended Learning Licenses (Ex. Lexia, Rosetta Stone, Achieve 3000, IXL Math etc)	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	A3.1: Blended Learning	5846				353-14	353
\$6,503.14	Donation/Grant: Association for Continuing Education	Reading Teacher	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	A3.2: Reading Intervention		K12TCH	K12TCH2258	0.09	353-15	353
\$7,829.75	Donation/Grant: Association for Continuing Education	Math Teacher	Align all core math classes, support classes, summer school classes, and dual enrollment classes to midigate need for remediation at the community college level. Students would matriculate into either credit bearing classes or one level below upon graduation (Stats or Trig/Pre-Stats).	A2.7: Class Size Reduction		K12TCH	K12TCH1830	0.11	353-16	353
\$8,237.38	Donation/Grant: Association for Continuing Education	Teacher coaching support	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.	A2.5: Teacher Professional Development for CCSS & NGSS		C11TSA	C11TSA0289	0.10	353-17	353

\$21,091.26	Donation/Grant: Association for Continuing Education	Newcomer English Teacher	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	A2.7: Class Size Reduction		K12TCH	K12TCH1427	0.32	353-18	353
\$69,029.84	Donation/Grant: Association for Continuing Education	Computer Teacher and Academy Director	Stengthen technology use in 9-12th grade through coaching, curriculum tuning, IT support, and program monitoring by academy director	A1.1: Pathway Programs		K12TCH	K12TCH1648	1.00	353-19	353
\$8,196.72	General Purpose Discretionary	Teacher stipends	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	A4.4: Teacher Professional Development focused on English Learners	1120				353-20	353
\$8,328.30	General Purpose Discretionary	Classified Stipend	n/a	A1.6: After School Programs	2220				353-21	353
\$77,100.31	General Purpose Discretionary	Provide supplies to support classrooms	n/a	A2.3: Standards-Aligned Learning Materials	4310				353-22	353
\$5,000.00	General Purpose Discretionary	Provide refreshments at teacher PDs and student celebrations	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	A2.5: Teacher Professional Development for CCSS & NGSS	4311				353-23	353
\$1,000.00	General Purpose Discretionary	Dues - WASC etc.	A-G completion will rise from 36.5% in 2013-14 to 41.5% (revised to 60%)	A1.3: A-G Completion	5300				353-24	353
\$18,000.00	General Purpose Discretionary	Equipment maintance agreement	A-G completion will rise from 36.5% in 2013-14 to 41.5% (revised to 60%)	A2.3: Standards-Aligned Learning Materials	5610				353-25	353
\$2,000.00	General Purpose Discretionary	Postage to communicate with families	A-G completion will rise from 36.5% in 2013-14 to 41.5% (revised to 60%)	A2.3: Standards-Aligned Learning Materials	5910				353-26	353
\$561.00	LCFF Supplemental	Provide supplemental supplies to classrooms and support programs	A-G completion will rise from 36.5% in 2013-14 to 41.5% (revised to 60%)	A2.3: Standards-Aligned Learning Materials	4310				353-27	353

\$15,601.96	LCFF Supplemental	Surplus to be used for 15% of ITL salary - provides coaching support for new teachers	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.	A2.5: Teacher Professional Development for CCSS & NGSS	4399					353-28	353
\$44,818.92	LCFF Supplemental	Newcomer English Teacher	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	A2.7: Class Size Reduction		K12TCH	K12TCH1427	0.68		353-29	353
\$57,520.40	LCFF Supplemental	Reading Teacher	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	A3.2: Reading Intervention		K12TCH	K12TCH2266	0.80		353-30	353
\$63,349.81	LCFF Supplemental	Math Teacher	Align all core math classes, support classes, summer school classes, and dual enrollment classes to midgate need for remediation at the community college level. Students would matriculate into either credit bearing classes or one level below upon graduation (Stats or Trig/Pre-Stats).	A2.7: Class Size Reduction		K12TCH	K12TCH1830	0.89		353-31	353
\$71,165.17	LCFF Supplemental	Reading Teacher	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	A3.2: Reading Intervention		K12TCH	K12TCH1428	1.00		353-32	353
\$26,174.00	Measure G: TGDS	Teacher stipends	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	A4.4: Teacher Professional Development focused on English Learners	1120					353-33	353

\$4,086.80	Measure G: TGDS	Teacher Substitutes	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	A4.4: Teacher Professional Development focused on English Learners	1150				353-34	353
\$0.11	Measure G: TGDS	Provide supplemental supplies to classrooms and support programs	n/a	A2.3: Standards-Aligned Learning Materials	4310				353-35	353
\$3,070.18	Measure N	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				353-36	353
\$27,823.56	Measure N	Newcomer assistant positions to support newcomers in core content and reading intervention classrooms	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A4.3: Newcomer Programs		ASNELL	ASNELL0006	0.60	353-37	353
\$32,419.30	Measure N	Newcomer assistant positions to support newcomers in core content and reading intervention classrooms	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A4.3: Newcomer Programs		ASNELL	ASNELL9999	0.50	353-38	353
\$44,245.30	Measure N	Newcomer assistant positions to support newcomers in core content and reading intervention classrooms	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A4.3: Newcomer Programs		ASNELL	ASNELL0003	1.00	353-39	353
\$44,859.09	Measure N	Newcomer assistant positions to support newcomers in core content and reading intervention classrooms	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A4.3: Newcomer Programs		ASNELL	ASNELL0001	1.00	353-40	353
\$47,015.17	Measure N	Newcomer assistant positions to support newcomers in core content and reading intervention classrooms	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A4.3: Newcomer Programs		ASNELL	ASNELL0005	1.00	353-41	353
\$54,620.11	Measure N	Newcomer assistant positions to support newcomers in core content and reading intervention classrooms	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A4.3: Newcomer Programs		ASNELL	ASNELL0004	1.00	353-42	353
\$60,447.29	Measure N	Newcomer assistant positions to support newcomers in core content and reading intervention classrooms	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A4.3: Newcomer Programs		ASNELL	ASNELL0002	1.00	353-43	353
\$6,069.00	Donation/Grant: Oakland Fund for Children & Youth	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				353-44	353
\$30,000.00	Donation/Grant: Oakland Fund for Children & Youth	Wellness Center support staffing	Create a Wellness Center that 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.)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				353-45	353

\$52,291.57	Donation/Grant: Oakland Fund for Children & Youth	Communication Coordinator/Program Assistant	Create a Wellness Center that 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.) to support newcomer immigrants, refugee, foster and homeless youth	A5.1: School Culture & Climate (Safe & Supportive Schools)		24CCPR	24CCPR0001	0.60	353-46	353
\$137,055.52	Donation/Grant: Silicon Valley Foundation	Support the OIHS Learning Lab: Salaries, PD, supplies and stipends	n/a	A4.4: Teacher Professional Development focused on English Learners		DCELLA	DCELLA0001	0.75	353-47	353
\$35,121.95	Donation/Grant: Silvergiving Foundation	Support the OIHS Learning Lab: Salaries, PD, supplies and stipends	n/a	A4.4: Teacher Professional Development focused on English Learners		DSPLLA	DSPLLA0001	0.20	353-48	353
\$8,326.23	Supplemental Program Investment	Teacher stipends	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	A4.3: Newcomer Programs	1120				353-49	353
\$5,311.00	Supplemental Program Investment	Classified Stipends to support professional development and small group student support tutoring	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.	A4.4: Teacher Professional Development focused on English Learners	2220				353-50	353
\$1,968.26	Supplemental Program Investment	Provide supplemental supplies to classrooms and support programs	n/a	A2.3: Standards- Aligned Learning Materials	4310				353-51	353
\$10,000.00	Supplemental Program Investment	Purchase replacement computers required for blended learning	Stengthen technology use in 9-12th grade through coaching, curriculum tuning, IT support, and program monitoring by academy director	A2.3: Standards- Aligned Learning Materials	4420				353-52	353
\$11,250.00	Supplemental Program Investment	Computer Tech Support	Stengthen technology use in 10th grade pathway elective through coaching and curricular monitoring	A3.1: Blended Learning	5737				353-53	353
\$6,362.00	Supplemental Program Investment	Blended Learning Licenses (Ex. Lexia, Rosetta Stone, Achieve 3000, IXL Math etc)	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	A3.1: Blended Learning	5846				353-54	353

\$6,545.00	Title I Basic	Teacher Substitutes	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.	A4.3: Newcomer Programs	1150				353-55	353
\$10,000.00	Title I Basic	Transportation for college, career, and academic enrichment (AC Transit and Bart Passes etc.)	Add \$40k/.5 FTE academic planning/career support for 9-11th grade that will focus on building college and career activities into the school, teams, and advisory curriculum	A2.3: Standards-Aligned Learning Materials	4310				353-56	353
\$25,000.00	Title I Basic	Mental health services provided for COST students	Create a Wellness Center that 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.)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				353-57	353
\$6,300.66	Title I Basic	Blended Learning Licenses (Ex. Lexia, Rosetta Stone, Achieve 3000, IXL Math etc)	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	A3.1: Blended Learning	5846				353-58	353
\$8,237.38	Title I Basic	Teacher coaching support	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.	A2.5: Teacher Professional Development for CCSS & NGSS		C11TSA	C11TSA0289	0.10	353-59	353
\$1,926.88	Title I Parent Participation	AC Transit tickets for parent ed class participants to facilitate participation	n/a	A2.3: Standards-Aligned Learning Materials	4310				353-60	353

Title I School Parental Involvement Policy 2016 - 2017

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Oakland International HS agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
- Offer a flexible number of meetings for parents. Large language specific parent meetings are available in the fall for 5-6 language groups to explain grading, school rules, graduation requirements etc.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Parents will participate in the SSC and FSCS advisory board.
- Provides parents of Title I students with timely information about Title I programs. The FSCS manager will use mail and district robo calling technology to communicate with parents in English and native languages about meeting dates and events.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. OIHS offers 1:1 parent teacher conferences for all students in October after the first reporting period.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents will participate in the SSC and FSCS advisory board.

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

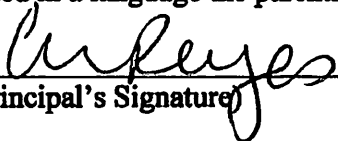
Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. School report cards, assessment, A-F grading system, and progress reports are explained to parents annually in 1:1 conferences for every family.


Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Oakland International School Site Council on Nov 1, 2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The OIHS's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)



(Date)

Oakland International High School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.
- Use English whenever possible
- Help newcomers to OIHS

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, International Festival and Exhibition Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.

School Site Council Membership Roster – High School

School Name: Oakland International HS - 353

School Year: 2016-17

Chairperson : Vanessa Sota	Vice Chairperson: Milton Casco Regalato
Secretary: Carmelita Reyes	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Carmelita Reyes	x				
Courtney Courveur		x			
David Hansen		x			
Adela Toledo		x			
Gabriela Martinez			x		
Teheyah Anhajar				x	
Martha Romero				x	
Afrah A				x	
Milton Casco Regalado					x
Sathusha Pasupathy					x
Vanessa Soto					x
Natalia Cooper		x			

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members **MUST** be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 There must be an equal number of students and Parents/community members;
- 4 Majority of school staff members must be classroom teachers;
- 5 **Students are required to be members of the High School SSC.**
- 6 Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
And
3-Parent /Community
3 High School Students

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.