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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Oakland International High School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Oakland International High School.

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

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

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

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

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Oakland International High School

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By: er



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Oakland International High School  
**CDS Code:** 1612590115667  
**Principal:** Veronica Garcia  
**Date of this revision:** 5/24/20

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

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

**Contact:** Veronica Garcia

**Position:** Principal

**Address:** 4521 Webster Street  
Oakland, CA 94609

**Telephone:** 510-597-4287

**Email:** [veronica.garcia@ousd.org](mailto:veronica.garcia@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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


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

**Date(s) plan was approved:** 3/2/2022

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

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

**Signatures:**

Veronica Garcia <hr/> <i>Principal</i>	Veronica Garcia Montejano <hr/> Signature	5/24/2022 <hr/> Date
Vinusha Vinsan <hr/> <i>SSC Chairperson</i>	Vinusha Vinsan <hr/> Signature	5/24/2022 <hr/> Date
Matin Abdel-Qawi <hr/> <i>Network Superintendent</i>	 <hr/> Signature	6/6/2022 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	6/8/2022 <hr/> Date

**2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/10/2022	SSC	Shared rationale and overview of plan
2/14/2022	Administrative Team	Provided feedback on first draft of site plan
2/17/2022	Students grades 9-10-11-12	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
2/28/2022	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/2/2022	Faculty & SSC combined	Budget training and review budget priorities including planned strategies & activities for 2020-2021.
3/2/2022	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on goals and activities to increase SPED student achievement.

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

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$68,880.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$736,221.45

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$63,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$36,200.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,680.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$283,385.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,200.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$275,756.45	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$68,880.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$667,341.45</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$736,221.45</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Oakland International High School

**School ID:** 353

**School Description**

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

**School Mission and Vision**

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

**1B: STUDENT GOALS & TARGETS**

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

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-204.5	n/a	<i>not available until Fall 2022</i>	SBAC is not an appropriate measure for
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	All students grow 100 Lexile points from August to May

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-235.2	n/a	<i>not available until Fall 2022</i>	This is not an appropriate measure for

CAST (Science) at or above Standard	All Students	0.6%	n/a	<i>not available until Fall 2022</i>	The CAST is not an appropriate assessment for newcomers. Our goal is a 95% passing rate for Biology and Physics courses as evidenced by mastery grades--- formative, summative and performance assessments designed by science teachers.
Graduation Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	71%	66%	<i>not available until Fall 2022</i>	70%
On Track to Graduate: 9th Grade	All Students	77%	18%	<i>not available until Fall 2022</i>	The majority of newcomers at OIHS are not meeting "on track" criteris until the end of their 11th grade year. Our goal is that 100% of 9th grade students pass their post session class for credit recovery and/or increase their on track status.
On Track to Graduate: 11th Grade	All Students	42%	8%	<i>not available until Fall 2022</i>	The majority of newcomers at OIHS are not meeting "on track" criteris until the end of their 11th grade year. Our goal is that 100% of 11th grade students pass their post session class for credit recovery and/or increase their on track status.
A-G Completion	All Students	57%	52%	<i>not available until Fall 2022</i>	60%
College/Career Readiness	All Students	50%	50%	<i>not available</i>	60%



*2018-19 baseline	All Students	59%	59%	until Fall 2022	62%
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-215.8	n/a	<i>not available until Fall 2022</i>	SBAC is not an appropriate measure for
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-205.3	n/a	<i>not available until Fall 2022</i>	SBAC is not an appropriate measure for
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	All students grow 100 Lexile points from August to May
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-289.7	n/a	<i>not available until Fall 2022</i>	This is not an appropriate measure for
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-240.3	n/a	<i>not available until Fall 2022</i>	This is not an appropriate measure for

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	1%	0%	<i>not available until Fall 2022</i>	N/A
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	N/A

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	68%	77%	<i>not available until Fall 2022</i>	75%
Out-of-School Suspensions	All Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%

Out-of-School Suspensions	Special Education Students	9%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	26%	30%	<i>not available until Fall 2022</i>	25%
Chronic Absenteeism	African American Students	0%	7%	<i>not available until Fall 2022</i>	0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
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*LCAP Goal 1: College/Career Readiness*

- Program Design that includes:
1. Teacher on Special Assignment to plan and facilitate PD for teachers focused on literacy for newcomers, including students with limited and interrupted formal education.
  2. 8 period schedule that supports credit recovery options for all students
  3. Multi-tiered system of support plan that includes push-in, pull-out, after school support and Saturday School
  4. Schoolwide portfolio assessment
  5. Post session program that supports credit recovery options for all students
  6. Summer school program that supports credit recovery options for all students
  7. Work Based Learning Team comprised of a Case Manager, Internship teacher, Career Transition Specialist and Americorps staff person
  8. Internship opportunities for students
  9. Academic counseling and mentorship
  10. Cohorted students, grade level teams, case management by grade level teams
  11. Wall to wall Media Arts Academy

OIHS is part of the International Network for Public Schools and follows the network's design principals for curriculum, instruction and supports, which includes grade levels teams, regular case management of students, cohorted students, post session classes, content and language integrated curriculum and school wide authentic performance assessment system.

OIHS has invested Measure N funding in hiring newcomer assistants, to pay additional FTE to paraprofessionals to make them full time employees, and to contract Americorps staff to push into classrooms to support learning and to provide tutoring after school. OIHS funds a portion of their summer school program with Measure N funds.

Newcomer assistants, paraprofessionals and Americorps staff our multi-tiered system of supports for students.

The College and Career Readiness Office has funded a Career Transition Specialist to support OIHS in increasing the number of graduates who enter CTE programs after graduation.

OIHS is a California Partnership Academy and receives annual funding from the state for its wall to wall Media Arts Academy (pathway) in addition to Perkins Funds.

In 2021-2022 OIHS implemented a Work based Learning team that has designed paid internship opportunities for students.

*LCAP Goal 2: Focal Student Supports*

- In addition to the items above:
1. After school program
  2. OIHS Wellness center and program
  3. Restorative Justice

The after school program at OIHS offers tutoring, soccer, basketball, music and student clubs and leadership opportunities. It is staffed by the after school program director, newcomer assistants, Americorps staff and partners.

The OIHS Wellness Center staff are our coordination of services team, connecting students to a wide array of supports, services and partners. These include mental health counseling for individuals and groups, drop in space for students, support with Medi-Cal and a variety of medical and health related appointments, student leadership opportunities via the Wellness Ambassador program, and restorative practices.

*LCAP Goal 3: Student/Family Supports*

1. Wellness center and program---case management, parent ESL classes, parent engagement meetings
2. Attendance team----case management, attendance education and support
3. Newcomer Specialist
4. Academic Counselor

In addition to the services offered by the OIHS Wellness Center above, the staff there conduct case management of students as they are referred cases by teachers, staff and the students themselves.

Two parent ESL classes are offered each semester. The Wellness Center also coordinates parent engagement events twice a semester.

The OIHS Attendance Team case manages students who are chronically absent, coordinating home visits, educating students and parents about the positive effects of consistent attendance.

The Newcomer Specialist at OIHS coordinates district and site levels supports for students with active immigration cases, provides family reunification workshops for newcomer students recently reunited with family now they are in the U.S., and informs programming and planning throughout the school to ensure the quality of programming and support for our newcomer students

The academic counselor works to decrease the number of barriers newcomers face as they transition to college and career after graduation.

<p><i>LCAP Goal 4: Staff Supports</i></p>	<ol style="list-style-type: none"> <li>1. August, Mid year and Spring retreats</li> <li>2. Inquiry groups focused on teaching and supporting growth in literacy for students with limited and interrupted formal education</li> <li>3. Weekly Critical Friends Groups with time for meeting during the school day</li> <li>4. Peer observations with time to observe during the school day</li> </ol>	<p>OIHS plans and facilitates professional development retreats for teachers and staff in August, January and in May, focusing on data analysis and big picture planning.</p> <p>With the support of the Internationals Network for Public Schools, OIHS planned and implemented a year long PD in 2021-2022 with a focus on literacy development for students with limited and interrupted formal education. Teachers conducted empathy interviews with focal students to ground the professional development.</p> <p>Teachers also met in Critical Friends groups in order to build greater trust to engage in deeper questions about power, race and privilege in their work. They also have time during the school day dedicated for peer observations with the purpose of documenting best practices.</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>Funding for the internship Teacher</p>	<p>OIHS has experienced a decline in enrollment due to federal immigration laws and policy and the COVID pandemic. FTE has been reduced and we can no longer afford an internship teacher.</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Funding for Newcomer Assistants and Americorps</p>	<p>OIHS has experienced a decline in enrollment due to federal immigration laws and policy and the COVID pandemic. FTE has been reduced, therefore we must reduce the number of either newcomer assistants or Americorps staff.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Students need continued support with financial aid and college registration after they graduate in May</p>	<p>OIHS needs a staff person to provide intensive support to graduating seniors over the summer to navigate UC, CSU and Peralta systems, to clear registration blocks and complete FAFSA and Dream Act applications. Currently this work is dependent on either Measure N carryover or grant funding.</p>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Teachers benefit from extended professional development time to plan curriculum and analyse student work</p>	<p>OIHS is no longer providing release days to teachers due to the shortage of substitutes and the impacts of Omicron and subsequent quarantine demands. One possibility is being more strategic about planning the academic calendar to make some time for extended time to plan curriculum collaboratively.</p>
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**1D: IDENTIFIED NEED**

Based on literacy data and data measuring students' on-track status towards graduation, the need for instruction in English language development (ELD) and reading, math intervention, and credit recovery options are among the highest needs. Additionally, the high number of students with active immigration cases, the high number of unaccompanied minors, the increasing number of refugee and asylee students, and the number of students on free and reduced lunch (almost 100%) indicate a high need for wellness programming and trauma-informed practices.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable.

**1E: RESOURCE INEQUITIES**

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

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

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

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Oakland International High School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

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

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

Our 2021-2022 strategies and actions centered around three major areas of focus---newcomer supports, quality instruction for newcomers, and newcomer readiness for college and career. Teachers identified 2-3 focal students with limited or interrupted formal education to center their inquiries in literacy development in content and reading intervention classes.

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

1. The effectiveness of newcomer supports (academic and wellness) is indicated by a schoolwide average passing rate of 91.2 for all courses for the Fall semester of 2021.
2. In terms of the effectiveness of the strategies and actions we have taken to ensure quality instruction for all newcomers, professional development that includes inquiry around literacy development, critical friends group to increase trust among colleagues, and centering race and equity in conversations around instructional practices and school systems is measured by by a schoolwide average passing rate of 91.2 for all courses for the Fall semester of 2021.
3. The effectiveness of college readiness for all newcomer students is measured by 41% of UC eligible seniors, 67% CSU eligible students, and only 11% of students needing credit recovery in order to graduate, which will be met by post session credits. Career readiness is measured increased student choice in a variety of internships, increasing to 6 different internships in the Spring semester from only 1 last year.

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

Changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis are as follows and can be found in the budget tab:

- 1) increase the number of students participating in internships school wide, and specifically in the 11th grade.
- 2) offer dual enrollment Media Arts class during the Spring semester

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>3 Americorps staff to support classroom learning and after school tutoring, for all students including</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>Americorps staff push into classrooms to support learning and provide tutoring afterschool Monday through Thursday to support positive outcomes for all newcomer ELL students, including students with IEPs, unaccompanied minors, foster youth, students with limited and interrupted formal education, and students who are multiple years behind in literacy, ELA, Math and Science. On Fridays they participate in professional development to support their effectiveness in the classroom as well as their own professional growth.</p>	<p>Americorps staff build relationships with students and families centered on learning. They are an integral part of our school community.</p>	<p>Continue---additional adult staff in classrooms improve student outcomes in regards to academic performance, aquisition of Emglish as a second language, and increased connectedness to school</p>
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Teacher Extended Contracts	Reading Inventory (RI) Growth of One Year or More	Teachers are supported with extended contracts to engage in professional development like our school retreats, provide tutoring support to students beyond the school day, conduct home visits and parent-teacher conferences outside school hours, collaboratively plan curriculum and interventions, and develop curriculum for newcomer students in all content areas and intervention classes to support positive outcomes for all newcomer ELL students, including students with IEPs, unaccompanied minors, foster youth, students with limited and interrupted formal education, and students who are multiple years behind in literacy, ELA, Math and Science.	Teachers need more support to create quality curriculum throughout the school year in a sustainable way.	Continue---Extended contracts for teachers support the creation and revision of ELD and content standard based year long scope & sequences, unit plans and lessons with research based strategies to support newcomers
Parent ESL Class (RIT)	Student Connectedness to School	Parents and families of students can choose to attend free ESL classes throughout the school year on the OIHS campus during the school day taught by a certified ESL teacher who is connected to a community partner that serve the immigrant community.	The partner organization is part of an extensive network of organizations that support the immigrant community in Oakland and the Bay Area.	Continue---Providing ESL instruction to families support a greater sense of connection and community and bridge school to home for newcomers and their families

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Oakland International High School

**School ID:** 353

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:**

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

**School Theory of Change:**

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

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

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

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

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

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

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	Teacher will analyze students' portfolio projects and presentations to inform their planning moving forward	Ensure there is time before post session, and that teachers are supported to do this work at a very busy time of the year. Make is a celebration, honor the work that was done, and support teachers to reflect on the implementation of their plans and the outcomes, ask them how they might do things differently next time.	Due to Omicron, our school community redesigned and streamlined our portfolio project and presentation process to minimize mixing of cohorts of students and teachers and to address the impacts of the virus such as increased infections, quarantine, and the need for students to work in order to support themselves and their families.	n/a	Tier 1
1-2	Teachers will plan high quality portfolio projects and presentations aligned to the OIHS portfolio competencies and to Internationals' criteria for high quality projects	Create differentiated PD in support of OIHS teachers to plan and implement portfolio projects and presentations at the beginning of the year and throughout. Make sure teachers engage with the portfolio competencies at the start of the year in PD, department and team spaces. Make space for teachers to unpack how they adapted the portfolio process to distance learning and what they learned in the process.	Due to Omicron, our school community redesigned portfolio projects to increase accessibility for students impacted by an increase in infections, the need to quarantine, and the need for students to work in order to support themselves and their families. Student reflection on learning is being given more space, and students are being allowed more choice in presenting evidence of their learning over one long. sustained project over time.		Tier 1

<p>1-3</p>	<p>Teachers will engage in inquiry cycles, instructional rounds, and/or peer observations, with a focus on content and language integration</p>	<p>Plan for structured department time or PD time to hold space for inquiry, instructional rounds, or peer observations, and making sure the work is supported with a framework and protocol to document the learning.</p>	<p>Teachers engaged in a full cycle of inquiry after conducting empathy interviews of focal students with limited or interrupted formal education. The inquiries were based on teacher generated questions about best practices for the development of literacy for their focal students. The inquiry design was supported by coaches from the internationals Network for public Schools. All teachers shared their inquiries and reflections publicly. Teachers have engaged in peer observations all year. The peer observation design was supported with collaboration with OUSD's office of English Language Learner and Multilingual Achievement and is being documented collaboratively by OIHS teachers.</p>	<p>n/a</p>	<p>Tier 1</p>
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1-4	Teachers will plan for content and language integration in all classes in support of accelerated learning for all students	Protect collaboration time and teacher planning time.	As a result of inquiry work and peer observations above, and participation of some teachers in professional development provided by the Internationals Network for Public Schools, teacher at Oakland International are documenting best practices for newcomer students, including those with limited or interrupted formal education. Some teachers have collaborated on designing integrated units across different content areas. In the Fall 9th and 10th grade teachers had the opportunity to team teach, and were able to calibrate instructional strategies.		Tier 1
1-5	Teachers will engage in PD in support of alignment with Internationals' criteria for high quality projects aligned to the Media Academy's goals for student outcomes	Create differentiated PD in support of OIHS teachers to learn, explore and extend project based learning in their course curriculum facilitated by the media Academy director	OIHS teachers expanded their use and knowledge of media apps for making videos, portfolioing lessons and student work, and for engaging in and documenting their own growth in professional development.	High quality curriculum and instruction effective for newcomer students, including SIFE, UAY, and SpED students.	Tier 1

1-6	Teachers will engage in PD in support of greater coherence around best practices for content and language integration	Create differentiated PD in support of OIHS teachers to learn, explore and extend content and language integration in their course curriculum.	Developing greater coherence around best practices for content and language integration iterative and ongoing work. OIHS will continue to collaborate with the Internationals Network for Public Schools to refine instructional practices in support of accelerated learning for all newcomers, including those with limited or interrupted formal education.	n/a	Tier 1
1-7	Teachers will tune scope and sequences, units, projects and/or lessons	Create PD time for tuning throughout the year at times that are most supportive for teachers and students (i.e. beginning of the year, prior to portfolio assessment, etc.)	Teachers have not engaged in updating and tuning scope and sequences since 2019 due to the pandemic. Teachers are initiating this work in the Spring of 2022 in preparation for an upcoming accreditation visit in March 2023.	n/a	Tier 1
1-8	In teams, teachers will collaborate to standardize gradebook practices in support of greater coherence for students, family and support staff to better coordinate academic support and interventions	Beginning of the year PD includes time for teams to do this work. Provide some examples and a protocol for making decisions to teams. Make time for teams to share out and give and receive feedback on their plans.	OIHS teachers are more aligned in their grading philosophies and practices, but this is iterative and ongoing work. Evidence of greater alignment is our schoolwide average passing rate of 91.2 for all courses for the Fall semester of 2021.	n/a	Tier 1

1-9	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	Leadership hires credentialed teachers for A-G courses and CTE teachers for pathway courses, and has a plan for academic intervention---push in, pull out, after school tutoring.	A-G courses to prepare students for college and career.	n/a	Tier 1
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority:</b>	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.
<b>School Theory of Change:</b>	<p>OIHS will provide all students with a reading intervention/enrichment class, and provide all reading classes with a second adult, to collaborate with reading teachers to monitor and support reading. Designate a lead reading teacher to work with a coach to hold the work of department alignment. Provide reading teachers with PD to support data driven instruction and continue weekly reading department PLC to support reading teachers to share curriculum and receive feedback, align curriculum, analyze reading data, and problem solve for students who are not showing progress.</p> <p>OIHS will provide PD around best practices in reading that supports teachers in pushing past resistance (students and their own) to be facilitated by our 11th grade reading teacher-leader. This literacy focused PD will support our entire staff to integrate complex text analysis throughout the curriculum for all subject areas and will be reinforced through teacher coaching.</p> <p>OIHS instructional coaches, team leaders and admin will shadow students to document the amount of time students are participating in reading across the curriculum and use this data to course correct through whole staff/department PD and 1:1 coaching. Additional data points around reading will be self reported any all teachers, and 2-3 rounds of school wide slice protocols that will document language/content objectives, texts, assignments and student work.</p> <p>OIHS Newcomer Assistants, Paraprofessionals, student teachers, Americorps Vistas, and trained volunteers will be placed in all 9/10 newcomer classrooms and all literacy classrooms to support language development and reading intervention.</p>
<b>Students to be served by these actions:</b>	<i>All Students</i>



#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers plan for newcomer assistant support in grade level teams, making plans to address missed opportunities and gaps to ensure all students graduate college, career ad community ready, including ELLs, Newcomers, SIFE, UAY and SpEd students	Create team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	The coordination of newcomer assistants, which includes strategically scheduling into classes, providing professional development to teach intervention strategies to support learning is held by the assistant principal. Additionally, the assistant principal has created and monitors the system wherein teachers maintain case management notes for students' academic support needs, and determine which tier of support should be coordinated.	n/a	Tier 1
2-2	Grade level teams document types of texts and types of reading opportunities in all classes across the team in order to determine missed opportunities and gaps	Team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	OIHS will be enaging in the work of aligning reading opportunities in the Fall of 2022 as part of the work around updating scope and sequences.	n/a	Tier 1
2-3	Grade level teams analyze SRI reading data to raise implications for instructional planning	Team calendar and objectives, provide SRI data, a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	As a majority of OIHS students are multiple grade levels below in reading, and many are at an emerging literacy level in English as newcomers, all teachers are engaged in inquiries focused on best literacy practices for students with limited or interrupted formal education.	n/a	Tier 1

2-4	Grade level teams make a plan to support administration of the SRI so that all students are tested	Team calendar and objectives, in support of PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Teachers are administering the SRI reading test in the Fall, Mid Year, and Spring. The pandemic has impacted our ability to test all students.	n/a	Tier 1
2-5	Departments look at Comprehensive Student Data Rosters and implications for planning instruction, grouping students	Department calendar and objectives, provide CSDR, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Teachers and administrators discovered that students were no longer being screened for limited or interrupted formal education at the district's welcome center. OIHS staff screened students in the Fall of 2021, and this information then informed teachers' inquiry cycles and choice of focal students. OIHS has included this screening in their internal intake process to ensure collection and quality of this data.	n/a	Tier 1
2-6	Departments plan for supporting reading in class for all students, regardless of literacy level, and share best practices	Department calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	OIHS's PD calendar included instructional retreats, weekly PD, and dedicated time during the school day for Critical Friends groups and departments to meet, while preserving time for collaboration and planning during the day.	n/a	Tier 1
2-7	Review reading strategies and close reading (all teachers)	Plan PD for August, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Currently reading strategies, including close reading of complex text, are archived for teachers to reference. Best practices around literacy development are being observed and documented in peer observations.	n/a	Tier 1

2-8	At the beginning of the year, teachers engage in PD that provides context for literacy instruction at OIHS, establish shared commitment to literacy support and instruction across the school, reflect on successes, challenges and growth areas as teachers of reading	Plan PD for August, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	New teachers at OIHS attend foundational professional development collaboratively planned and facilitated by OUSD's office of English Language Learners and Multilingual Achievement and Oakland International's instructional team, comprised of administrators and our lead instructional coach. This is an annual offering which will continue. Evidence of the efficacy of this effort is that in 2021-2022 we have retained all new teachers.	High quality curriculum and instruction effective for newcomer students, including SIFE, UAY, and SpED students.	Tier 1
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	Students are academically successful when they and their families feel authentically supported by and engaged with all aspects and programming in their school.
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<b>School Theory of Change:</b>		The OIHS Wellness Center will continue to integrate the work of COST (mental/medical health, tutoring, academic advising, legal aid, MediCal and SNAP referrals etc.) with urgent situations (housing insecurity, safety, etc.)			
		OIHS will provide PD offerings to teachers and staff support trauma informed instructional and RJ practices in order to reduce disruptive behaviors and maximize student attendance.			
		OIHS will continue to provide mentoring and coordinated interventions for struggling students in order to improve grades and disciplinary outcomes.			
		OIHS will continue to support college planning through advisory curriculum, college trips for all students, and 1:1 academic advising.			
		OIHS will continue to support student leadership through the Wellness Ambassador program, facilitated by the Community School Manager. Wellness Ambassadors will hold welcome circles for new students throughout the year and support new student orientations.			
		OIHS will continue to provide culturally relevant after school programming that supports students academic achievement and social-emotional and physical well being.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/oe CTE programs	Hire a Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/oe CTE programs	Career Center staffed by Career Transistion Specialist who manages of case load of students and recruits and supports students' successful participation in CTE and internship opportunities, enrollment to CTE programs in community colleges, and supports with FAFSA, Dream Act and Peralta applications	n/a	Tier 2

3-2	Family Engagement events to address tech literacy divide	CSM plans family engagement calendar to include affinity groups, college and career night, and connect families to resources and partners	At minimum 2 family engagement events planned per quarter	n/a	Tier 2
3-3	Plan and coordinate interventions to increase engagement, attendance, course passage rates	Budget for ET/OT in support of tier 3 interventions, support with scheduled meetings to share data and best practices, Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	A consistent academic interventions plan and calendar with push in and pull out support, after school tutoring and Saturday School options	n/a	Tier 3
3-4	Continued support of the Wellness Ambassador program, coordinated by Wellness Team staff	Fully staffed wellness center, wellness team, COST team, and counseling services, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	A fully staffed wellness center comprised of a Community School manager, 2-3 case managers and a Newcome Specialist to connect all students to services as needed	n/a	Tier 2
3-5	Continued support of the after school program and partners	Sustain partnerships with after school program providers, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	A well attended array of after school programs including sports, tutoring and arts enrichment	n/a	Tier 1

3-6	College field trips	Budget for buses in support of college and CTE field trips, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	A school wide College Day in which each student in each grade level visits a local college for a tour	n/a	Tier 1
3-7	Restorative Justice PD	Plan for RJ PD in August, incorporate RJ practices in PD throughout the year, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Tier 1 community circles i all advisories across all grade levels and teams  Every adult can facilitate a restorative conversation between students, families and colleagues	n/a	Tier 1

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

<b>School Priority:</b>	Students are best supported though aligned teacher and staff practice, and by thoughtful and coherent school wide systems in which all staff have a shared understanding of the purpose and function of those systems, as well as the data, science and pedagogy that inform them.
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<b>School Theory of Change:</b>		<p>OIHS will continue to provide professional development focused on trauma informed practice, restorative justice practice, grading for equity, and planning for language integration that is planned and facilitated by OIHS teachers and staff in support of coherent systems and alignment of practice.</p> <p>OIHS advisory teachers will continue to implement community circles in their classes, and coordinate planning of community circles in teams.</p> <p>Grade level teams will continue to case manage students, and will engage both students and families in academic and behavioral health intervention plans and the monitoring of those plans.</p> <p>OIHS will continue to hold parent teacher conferences, community walks for all staff, and home visits to strengthen the connection between school and home.</p> <p>The leadership team at OIHS will ensure that coherence in all systems is maintained through protocols and the documentation and tuning of systems. This will include developing feedback loops to engage staff, families and students.</p>			
		<b>Students to be served by these actions:</b>		<i>All Students</i>	
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Grade level teams of teachers know the types and frequency of reading opportunities across their team by each quarter or semester and plan to address gaps and missed opportunities.	Team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Grade level teams meet weekly to plan advisory curriculum, case manage students for academic and wellness support, refer student to COST, and communicate with families.	n/a	Tier 1

4-2	All teachers plan backwards from the OIHS Portfolio Assessment, using the OIHS Portfolio Competencies and presentation rubric as a framework for planning.	Set the expectation in May for teachers to plan accordingly for 2021-2022, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Teachers have time in August retreat, weekly PD and planning and collaboration time during the day to plan and tune lessons and units, which are planned backwards from the OIHS Portfolio Assessment and informed by the OIHS Portfolio Competencies and presentation rubrics. Teachers utilize critical friends groups to gain feedback from colleagues on their curriculum planning.	High quality curriculum ad instruction effective for newcomer students, including SIFE, UAY, and SpED students.	Tier 1
4-3	All teachers plan projects aligned to the Internationals' criteria for high quality projects	Create differentiated PD in support of OIHS teachers to plan and implement portfolio projects and presentations at the beginning of the year and throughout, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	This year we have not engaged yet with criteria for high quality projects, but we plan to do so explicitly in 2022-2023 in our professional development arc.	High quality curriculum ad instruction effective for newcomer students, including SIFE, UAY, and SpED students.	Tier 1
4-4	Grade level teams case manage students	Create team meeting calendar, objectives, protocols, PD on referrals to COST and Wellness Team, in support of Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	To date, tiered academic interventions have resulted in a schoolwide passing rate of 91.25 for all courses. Teachers and teams have made 1,237 referrals for support and services from our wellness, COST, technology, career transition specialist, counselors and attendance teams in the Fall semester of 2021.	n/a	Tier 2

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**



<b>School Priority:</b>	Black students feel safe and a sense of belonging, empowered and engaged
<b>School Theory of Change:</b>	If teachers and staff have the professional development space to feel safe and vulnerable enough to confront anti-Blackness and internal bias in our practices, classrooms, school, district and larger systems then we can begin to center our black students in our planning and practices to co-create a greater sense of safety, belonging, empowerment and engagement for Black students at OIHS.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-Blackness and implicit bias	1. Observations 2. Participate in central PD 3. Reading fluency for Black students 4. Decrease in number of Black students who do not graduate in 4 years	n/a	Tier 1
5-2	Teachers progress monitor the learning of Black students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	1. Alignment with Internationals Network of Public Schools curriculum design and instruction	n/a	Tier 1
5-3	Teachers ensure Black students at OIHS are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	1. Task of focal Black students 2. Informal or Formal Learning Walk Data 3. Coaching cycle	n/a	Tier 2
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	1. Task of focal Black students 2. Informal or Formal Learning Walk Data 3. PD	n/a	Tier 3

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))**

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

Students to be served by these actions:		English Language Learners			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	All teachers plan and teach reading/literacy.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	With the implementation of an 8 period day, teachers have much more time during the day to plan and collaborate. Teachers are tuning curriculum in their critical friends groups. More support for analyzing student work is needed.	High quality curriculum ad instruction effective for newcomer students, including SIFE, UAY, and SpED students.	Tier 1
6-2	All teachers integrate content and language instruction.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	With the implementation of an 8 period day, teachers have much more time during the day to plan and collaborate. Teachers are tuning curriculum in their critical friends groups. More support for analyzing student work is needed, with targeted coaching and support for teachers who are not yet planning for integrated content and language instruction using researched based strategies from the Internationals Network for Public Schools.	High quality curriculum ad instruction effective for newcomer students, including SIFE, UAY, and SpED students.	Tier 1

6-3	All teachers plan high quality projects.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	With the implementation of an 8 period day, teachers have much more time during the day to plan and collaborate. Teachers are tuning curriculum in their critical friends groups. More support for analyzing student work is needed. All teachers will engage in professional development around planning quality hands-on projects with the support of the Internationals Network.	High quality curriculum and instruction effective for newcomer students, including SIFE, UAY, and SpED students.	Tier 1
6-4	All teachers plan standards based curriculum.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Teachers will be updating their scope and sequences in 2021-2022, ensuring all curriculum is standards based, including CTE standards for Design, Visual and Media Arts.	High quality curriculum and instruction effective for newcomer students, including SIFE, UAY, and SpED students.	Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program Contract	\$240,185	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-1
Books Other Than Texts	\$6,792	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-2
Books Other Than Texts	\$2,000	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Plan and coordinate interventions to increase engagement, attendance and course passage rate so that all students graduate college, career and community ready.	353-3
Case Manager	\$51,949	One-Time COVID Funding	2405	Clerical Salaries	2392	Case Manager 24	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Fully staff the wellness center with a Community School manager, 2-3 case managers and a Newcome Specialist to connect all students to services as needed	353-4
Classified Supervisor's and Administrator's Salaries	\$20,041	Other Donations	2305	Classified Supervisors' and Administrators' Salaries	7333	Dir Continuous Ed Lrning Lab	0.10	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	CSM plans a famjily engagement calendar to include affinity groups, college and career night, adult ESL classes and to connect families to resurces and partners	353-5
Classified Supervisor's and Administrator's Salaries	\$67,443	Other Donations	2305	Classified Supervisors' and Administrators' Salaries	8374	Dir Continuous Ed Lrning Lab	0.60	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-6

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Consultants	\$36,200	General Purpose Discretionary	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-7
Consultants: Parent Workshops	\$1,680	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-8
Extended Contracts	\$2,200	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-9
Extended Contracts	\$1,442	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	On Track to Graduate: 9th Grade	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-10
Library Technician	\$65,208	Measure G: Library	2205	Classified Support Salaries	8572	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-11

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Newcomer Assistant	\$88,090	Measure N	2205	Classified Support Salaries	4934	Assistant, Newcomer Learning Lab	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-12
Newcomer Assistant	\$58,693	Measure N	2205	Classified Support Salaries	4885	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-13
Newcomer Assistant	\$66,724	Measure N	2205	Classified Support Salaries	4494	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-14
Newcomer Assistant	\$62,200	Measure N	2205	Classified Support Salaries	4369	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 11th Grade	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-15
Supplies	\$3,689	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-16

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Supplies	\$49	Measure N	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-17
Teacher	\$75,705	Other Donations	1105	Certificated Teachers' Salaries	6164	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-18
Teacher	\$83,280	Other Donations	1105	Certificated Teachers' Salaries	2530	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	OIHS Learning Lab provides PD and leadership opportunities for teachers in support of positive learning outcomes for all students, including ELLs. Newcomers, SIFE, UAY and SpEd.	353-19
Teacher	\$7,812	LCFF Supplemental	1105	Certificated Teachers' Salaries	3449	Teacher, Structured English Immersion	0.10	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	OIHS Learning Lab provides PD and leadership opportunities for teachers in support of positive learning outcomes for all students, including ELLs. Newcomers, SIFE, UAY and SpEd.	353-20
Teacher	\$88,574	LCFF Supplemental	1105	Certificated Teachers' Salaries	4774	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	OIHs will provide all students with a reading intervention/enrichment class, and will provide all reading classes with a second adult to collaborate with reading teachers to monitor and support reading growth. All student will have access to a classroom library in reading classes.	353-21



PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	\$88,115	LCFF Supplemental	1105	Certificated Teachers' Salaries	3038	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Teachers are supported with extended contracts to engage in professional development like our school retreats, provide tutoring support to stuents beyond the school day, conduct home visits and parent-teacher conferences outside school hours, collaboratively plan curriculum and interventions, and develop curriculum for newcomer students in all content areas and intervention classes to support positive outcomes for all newcomer ELL students, including students with IEPs, unaccompanied minors, foster youth, students with limited and interrupted formal education, and students who are multiple years behind in literacy, ELA, Math and Science.	353-22
Teacher	\$95,195	LCFF Supplemental	1105	Certificated Teachers' Salaries	2959	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All students have access to A-G courses at each grade level, and CTE courses within the pathway, with support for success for all newcomers, including students with limited and interrupted formal education (SLIFE), students with Individual education plans (IEPs)	353-23
Teacher	\$24,623	California Partnership Academy	1105	Certificated Teachers' Salaries	3342	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers are supported with extended contracts to engage in professional development like our school retreats, provide tutoring support to stuents beyond the school day, conduct home visits and parent-teacher conferences outside school hours, collaboratively plan curriculum and interventions, and develop curriculum for newcomer students in all content areas and intervention classes to support positive outcomes for all newcomer ELL students, including students with IEPs, unaccompanied minors, foster youth, students with limited and interrupted formal education, and students who are multiple years behind in literacy, ELA, Math and Science. .	353-24

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 353

**School:** Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	\$61,558	Title I: Basic	1105	Certificated Teachers' Salaries	3342	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	CSM plans a family engagement calendar to include affinity groups, college and career night, adult ESL classes and to connect families to resources and partners	353-25



## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Oakland International High School**

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

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

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

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Sharing meeting notes with all families via Parent Square and email.

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

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

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

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

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

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

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

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

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

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

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

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

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

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

- Annual CHKS survey, parent engagement events, SSC.

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

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

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

- Parent Engagement events

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

- Providing translation services

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

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

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

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

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

### **Adoption**

This policy was adopted by the **Oakland International High School** on **10/1/21** and will be in effect for the period **August 9, 2021** through **June 30, 2022**.

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

Veronica Garcia Montejano  
**Name of Principal**

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

**Date 10/1/21**

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

## **OIHS School-Parent Compact**

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

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

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

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

### **Accessibility**

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

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

### Adoption

The School PArental Involvement Policy has been developed jointly with, and agreed upon with the parents of children participating in Title 1, Part A Programs. This policy was adopted by the Oakland International School Site Council on October 11, 2019 and will be in effect for the 2019-2020 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Oakland International High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

*Veronica Garcia Montejano*

*10/1/2021*

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(Principal's signature)

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(Date)



Strategic Resource Planning (SRP)

**Oakland International High School**  
**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

<b>Chairperson:</b>	Vinusha Vinsan
<b>Vice Chairperson:</b>	Adriana Jimenez Varela
<b>Secretary:</b>	Javier Riveria Solis

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Vinusha [REDACTED]					X	1
Adriana [REDACTED]					X	1
Javier [REDACTED]					X	1
William Des Jardins				X		2
Huong Luu Weber				X		2
Daniel Yoo		X				2
Katie Rodgers		X				1
Lawrence Huang		X				1
Dola Abdulla			X			2
Veronica Garcia Montejano	X					2

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

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

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