



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Oakland International High School
CDS Code: 1612590115667
Principal: Carmelita Reyes
Date of this revision: 6/10/2016

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

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

Contact: Carmelita Reyes	Position: Principal
Address: 4521 Webster Street	Telephone: 510-597-4287
Oakland, CA 94609	Email: carmelita.reyes@ousd.org

The District Governing Board approved this revision of the SPSA on:

6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Oakland International High School

Site Number: 353

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

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

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

Date(s) plan was approved: _____

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
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Signatures:

Print name of School Principal

Signature

Date

Print name of SSC Chairperson

Signature

Date

Print name of Network Superintendent

Signature

Date

Ruth Alahydoian, Chief Financial Officer

Signature

Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

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 SPSC. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

[illegible]

2016-2017 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010		TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010		TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124		TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

School Description

Oakland International High School opened in August 2007 with the support of the Internationals Network of Public Schools, Oakland Unified School District, and the Bill and Melinda Gates Foundation. The school targets a population of students, newly arrived immigrants, who have historically been underserved nationally, in California, and in Oakland. Students receive instruction specifically to address their language needs while earning high school graduation credits in an environment that supports the social emotional needs of immigrants.

Each year, OIHS serves approximately 390 students from 30+ countries who speak more than two dozen languages. In any given year 20-25% of the student body consists of refugees resettled by the UN and the US government. Historically about 20-40% of the student body had interruptions their formal education of 2 years or more (SIFE students). More recently, our largest demographic of students are unaccompanied minors (UACs). These students are overwhelmingly male, Central American, SIFE students, who are 16-17 years old, and have pending deportation proceedings. UACs now comprise 25% of the student body.

OIHS hosts a California Partnership Academy with a focus in multimedia and technology. All students take a series of classes and participate in a variety of interdisciplinary projects designed to build student's skills in technology, web design, video and sound editing, and facility with learning new web based programs. In 12th grade, all students have an internship outside the school 2 days a week as well as a support class dedicated to career exploration, creating a resume, and learning professional skills necessary to succeed in the workplace.

OIHS believes that the most authentic way to measure student growth, learning, and language development is through performance based assessments. Annually, all students publically demonstrate their learning and oral presentation skills in a portfolio process.

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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	58.7%	41.3%		94.3%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		5.2%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	4.7%	0.0%	25.2%	56.1%

	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.5%	0.5%	9.6%	0.3%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
<p>Our schools ELL A-G completion rate is 58% higher than the district avg for EL students.</p> <p>Dropout rate for EL students in 2013-14 was 2.3 percentage points lower than the district average for EL students (37.2% vs 39.5%).</p> <p>The graduation rate for EL students at OIHS is only 3.6 percentage points lower than the district avg for EL students in 2013-14 despite the fact that most ELs at other schools are long term ELLs and most students at OIHS are newcomers. Student at OIHS who did not graduate and did not drop out persisted for a fifth year of high school at a much greater rate than other EL district non-grads (30.2% vs 24.3%) in 2013-14.</p> <p>The data for 2014-15 would be substantially different due to the fact that most OIHS non-grads were not credit deficient but had not yet passed the English portion of the CAHSEE. I expect the graduation rate to be substantially higher.</p>	<p>A drop out rate of 37.2% for EL students is totally unacceptable even if other schools also have terrible outcomes too.</p>	<p>See climate and culture issue as it likely related to attendance drop outs disproportionately latinos with COST referrals. This is also related to the increasing numbers of UAC students who are enrolling, who lack support structures/families outside of school.</p>

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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College enrollment and persistence data according to NSC are on par with the district.	<p>Students still struggle with reading at the time of graduation, in spite of tremendous growth over time.</p> <p>Want to improve numbers of students participating in concurrent enrollment.</p> <p>Students are testing into lower levels of math at Peralta, which extends the time they need to spend at community college before they can take credited/transferrable math classes. Want to improve our math preparation program so that students are testing into higher level math classes.</p>	~40% of our students are SIFE (missing 2+ years of formal education); almost all students start OIHS with zero lexile-->they need lots of reading and math interventions, in addition to high school content to prepare for college. Until recently, funding did not exist for these intervention classes.
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Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
<p>Chronic absence rate was reduced 5 percentage points (22.8% change) from 2013-14 to 2014-15.</p> <p>On the CHKS survey OIHS students report being happier, safer, more respected and more encouraged in school by teachers than district averages: I am happy to be at school (80% vs 54%); I feel safe at school (81% vs 49%); Adults treat people with respect (80% vs 48%); Adults at school encourage me to work hard in school so I can be successful in college or at a job I choose (88% vs 72%)</p>	<p>Chronic absence rate remains 4.4 percentage points above district avg. (35% higher); Latino subgroup is nearly double the rate of other ethnic groups</p> <p>COST team totally overwhelmed: As of Dec 2015, OIHS had 112 COST referrals, compared to 117 at Oakland Tech which has nearly four and a half times the enrollment. OIHS cost referrals excluded all legal and health clinic referrals.</p> <p>A higher percentage of OIHS students have had sex 39% vs 34 % district avg, but 37% report not having been taught about HIV and AIDs compared to 14% of OUSD students.</p> <p>29% of OIHS students report being depressed - a rate comparable with district avg.</p>	<p>72% of COST referrals were for mental health; 65% of COST referrals were students from Guatemala, El Salvador, and Honduras; 52% of referrals were UAC students (although they comprise only a quarter of the population); UAC students also disproportionately had referrals for housing insecurity and CPS. UAC students have far larger needs and have access to far fewer services than other students. On average these students are boys, SIFE, legal cases pending, housing insecure, no papers, no health insurance, no food stamps, no Calworks, no parent in the country, need to work. They have all sorts of legitimate reasons to be scared, pissy, and frustrating. Additional staffing is needed to coordinate referrals, case manage students with insecure housing, and provide mental healthcare. Teachers must employ trauma informed instructional techniques.</p>

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
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<p>Implementation of Reading Intervention classes for all students has helped SRI growth.</p> <p>Great SRI growth over the last year (fall 2014 to fall 2014: avg annual growth 12th grade 343 lexile points; 11th grade 340 lexile pts; 10th grade 200 lexile pts.</p> <p>Implementation of SIFE Math support class for students with large gaps in formal education.</p> <p>Implementation of Honors Math class to prepare students for higher level math classes in college.</p> <p>Students grew in every CELDT category in 2014-15 for an average .45 overall CELDT growth. Our growth rates increased from 2013-14 when students grew on average .36 level. The strongest growth was in speaking, an average student advanced a full CELDT level. In reading, students on average increased their CELDT levels by .31, this was true for new and older students. This represents an increase from prior years. Reading growth in 2013-14 was .15 CELDT level. (Hooray for reading across the curriculum and reading intervention classes. Note this was before we had intervention classes for all students.)</p>	<p>Although student growth in CELDT was strong, there were areas of weakness that need to be addressed. In listening and writing, students make significant growth in their first year at our school. Growth continued, but at a much slower rate for students in their 2nd and 3rd year. What can we do to strengthen these aspects of our program in the 11th and 12th grade?</p> <p>Stable funding for summer school, which provides additional English instruction for students and credit recovery options, is problematic. The district does not allow us to use GP, title 1 or LCAP funds over the summer.</p>	<p>~40% of our students are SIFE-->they need lots of reading and math interventions, in addition to high school content to prepare for college. The district has not committed proportionately more resources to provide summer school for newcomers despite the explosion in their numbers. Nor does the district allow sites to use GP, LCAP, or title 1 funds to supplement summer programs. More engagement with and coordinated advocacy from newcomer sites, ELMA office, and LCAP committee needs to occur. Roadblock appears to be "closing the books" on the fiscal year. Fiscal does not want to deal with the headache of rolling over funds to be used for summer school.</p> <p>The matched CELDT score data is relatively new and we have not sat with it for very long. Looking at our common core writing tasks, it appears there are opportunities to strengthen writing in 11th grade math and science classes across the grade levels. Further discussions in departments, teams, and with admin need to occur to better unpack this new data</p>
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SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

1. To continue to refine intervention activities in English/Language Arts, with the possible inclusion of an intervention coordinator or specialist (Related to LCAP Goal 4: English learners are reaching English fluency.)
2. A specific schoolwide and team specific plan focusing on enhancing CAHSEE results and student outcomes. (Related to LCAP Goal 2: Students are proficient in state academic standards.)

- 3. The enhancement of post-secondary planning support for OIHS students, offering additional support for college, career opportunities and/or “next steps” after high school. (Related to LCAP Goal 1: Graduates are college and career ready.)
- 4. Explore and develop additional on-campus opportunities for students in need of additional academic challenges or acceleration, such as on-site community college coursework or Advanced Placement courses. (Related to LCAP Goal 1: Graduates are college and career ready.)
- 5. The development of additional intervention services for students struggling with English acquisition, which may, in turn, create a need for additional intervention activities in math or other core academic areas. (Related to LCAP Goal 4: English learners are reaching English fluency.)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	A-G completion will rise from 36.5% in 2013-14 to 41.5%	1: Graduates are college and career ready.	2. A specific schoolwide and team specific plan focusing on enhancing CAHSEE results and student outcomes.
Post-Secondary Readiness:	Students will score a 100 lexile within 18 months of immigration. Ideally 350 point gain annually in 11th and 12th grades.	3: Students are reading at or above grade level.	4. Explore and develop additional on-campus opportunities for students in need of additional academic challenges or acceleration, such as on-site community college coursework or Advanced Placement courses.
Climate and Culture:	Chronic absences will decline 2.2 percentage points from 16.9% to 14.9%	5: Students are engaged in school everyday.	
Rigorous Academics:	All students will have .5 growth in listening, reading, writing, and 1 level of speaking growth. for overall .6 growth	4: English learners are reaching English fluency.	1. To continue to refine intervention activities in English/Language Arts, with the possible inclusion of an intervention coordinator or specialist

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	A-G Completion	English Learners		41.50%	1: Graduates are college and career ready.	On Track to Graduate
Post-Secondary Readiness:	SRI	English Learners	200 lexile by 10th grade; 300 lexile gain in 11th and 12th grade.	200 lexile by 10th grade; 350 point lexile gain in 11th and 12th grades.	3: Students are reading at or above grade level.	

Climate and Culture:	Attendance Rate	English Learners		14.90%	5: Students are engaged in school everyday.	
Rigorous Academics:	LTEL Reclassification Rate	English Learners		From 2015-16 to 16-17 Matched growth on CELDT .5 Listening; 1.0 Speaking; .5 Reading; .5 Writing; .6 Overall	4: English learners are reaching English fluency.	

School Theory of Action

The Measure N committee plans to build on our successful practices (master schedule that supports linked learning, reading interventions, the Internationals Approach to language acquisition etc.). In 2015-16 we seek to address both the academic and social-emotional needs of UAC newcomer students. We also seek to increase college/career awareness in grades 9-11 and strengthen the internship program at the 12th grade. We have selected an academy director who we believe in coordination with curriculum coaches and school leadership can strengthen the academy classes and core curriculum projects. This initiative however, requires a restructuring of man power, energy and time, but not a new commitment of funds.

We plan to use new (district and grant) funds to:

- 1) Add position to coordinate drop in services at the Wellness Center and case manage 20 most high needs students as determined by housing insecurity and CPS reports
- 2) Expanding the FTE of the Internship Coordinator to improve the quantity, quality and oversight of internships
- 3) Reduce advisory sizes from 25 to 20 starting in 9th and 10th grade.
- 4) If funding becomes available, extended planning time for Media Academy Director.

We plan to use new Measure N funds to:

- 1) Add \$40k/.5 FTE academic planning/career support for 9-11th grade that will focus on building college and career activities into the school, teams, and advisory curriculum
- 2) Bring a second adult (learning lab assistant, paras) to support students engage in work and receive timely interventions in newcomer cohorts

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Provide language acquisition PD opportunities and coaching support for teachers in their 1st and 2nd year working with newcomers	Students will score a 100 lexile within 18 months of immigration and make 200+ point gains annually	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate Improvement Strategy:	Continue 4 Levels and RJ PD and practices	Chronic absences will decline 2.2 percentage points from 16.9% to 14.9%	Personalized Student Support	Personalized Student Support

Pathway Development/Implementation Strategy:	Coordinate the work of the academy director, curriculum coaches, electives dept to review scope and sequences and tune curricular units to prioritize academy focus.	A-G completion will rise from 36.5% in 2013-14 to 41.5%	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #1:	Create a Wellness Center that integrates the work of COST (mental/medical health, tutoring, academic advising, legal aid, food stamp referrals etc.) with urgent situations (housing insecurity, crying teenagers etc.)	Chronic absences will decline 2.2 percentage points from 16.9% to 14.9%	Personalized Student Support	Personalized Student Support
New or Emerging Design Feature #2:	Add \$40k/.5 FTE academic planning/career support for 9-11th grade that will focus on building college and career activities into the school, teams, and advisory curriculum	A-G completion will rise from 36.5% in 2013-14 to 41.5%	Work-Based Learning	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #3:	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A-G completion will rise from 36.5% in 2013-14 to 41.5%	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Established Signature Element #1:	All our teachers are trained in the Internationals Approach to teach students to improve their speaking, writing, and reading skills in English. We believe that English language acquisition is best fostered in an academic environment in which students participate in 1) Heterogeneous groups 2) Project based curriculum 3) English development is integrated into all content areas. Working in small groups, students learn academic content, art, music and technology through rigorous, hands-on projects as they learn their new language.	Students will score a 100 lexile within 18 months of immigration and make 200+ point gains annually	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
Established Signature Element #2:	Master schedule supports students traveling in cohorts, heterogenous core classes, targeted intervention classes (that don't track other classes), block schedule, and additional planning time for teachers	A-G completion will rise from 36.5% in 2013-14 to 41.5%	Program of Study & Master Scheduling	Equity/Access/Achievement

Established Signature Element #3:	Common planning time and PD support for teachers: All teachers participate in 3 staff retreats (additional 3.5 days of paid PD time); receive support from curriculum coaches; 1 hr weekly PLC curriculum tuning; 1 hr weekly team meeting (student case management and logistics); 75 min weekly staff meeting; 2 release days to observe classrooms and plan next unit with planning partner. Master schedule provide nearly twice as much PD/planning time as the traditional 6 period day.		Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Teacher Conditions
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