

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Oakland International High School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Oakland International High School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Oakland International High School
CDS Code: 1612590115667
Co-Principals: Carmelita Reyes and Sailaja Suresh
Date of this revision: 3/24/2016

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: Co-Principal

Address: 4521 Webster Street
Oakland, CA 94609

Telephone: 510-597-4287

Email: carmelita.reyes@ousd.org

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

6/22/2016

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

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

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: March 24, 2016

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 checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|---|

Signatures:

<u>Carmelita Reyes</u> Print name of School Principal	<u>C Reyes</u> Signature	<u>5/20/16</u> Date
<u>Maria Barron</u> Print name of SSC Chairperson	<u>Maria Barron</u> Signature	<u>05/25/16</u> Date
<u>Lucia Moritz</u> Print name of Network Superintendent	<u>Lucia Moritz</u> Signature	<u>5/26/16</u> Date
<u>Ruth Alahyoian</u> Ruth Alahyoian, Chief Financial Officer	<u>Ruth Alahyoian</u> Signature	<u>5-31-16</u> 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 SPSA. 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:

Date	Stakeholder Group	Engagement Description
3/24/2016	SSC	Principal brought proposed budget for the school for approval
11/18/2015	SSC	Budget wishlist for the school
11/5/2015	Measure N	Allocation proposal for measure N funds in a variety of scenarios
4/22/2016	Measure N	Finalized budget and proposal language
1/5/2016	Leadership	Coordination of funding priorities - Measure N, OFCY, Title 1, Grants

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 Discretionary #0000	\$155,368.85	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$229,502.77	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$384,871.62	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$72,292.10	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,045.42	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$251,744.22	TBD
TOTAL:	\$326,081.74	\$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

<p>College enrollment and persistence data according to NSC are on par with the district.</p>	<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>	<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.</p>
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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
<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>

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	0.365		41.50%	On Track to Graduate

Post-Secondary Readiness:	SRI	English Learners	200 lexile by 10th grade; 200 point lexile gain in 11th and 12th grades.	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.	
Climate and Culture:	Attendance Rate	English Learners	0.169	15.90%	14.90%	
Rigorous Academics:	LTEL Reclassification Rate	English Learners	n/a	From 2014-15 to 15-16 Matched growth on CELDT .38 Listening; .95 Speaking; .31 Reading; .34 Writing; .45 Overall	From 2015-16 to 16-17 Matched growth on CELDT .5 Listening; 1.0 Speaking; .5 Reading; .5 Writing; .6 Overall	

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 implementation of "levels of responsibility and RJ practices with PD support	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

<p>Established Signature Element #3:</p>	<p>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.</p>		<p>Building a Rigorous Academic Core: Teacher Conditions</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
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SCHOOLWIDE PRACTICES

- Select Teaching Practices:**
- All lessons are designed to have both language and content goals, Language goals are pulled from the school wide skills document, a list of common skills all teachers will address.
 - All newcomers will have an additional Survival English support class.
 - Students will be placed purposefully in heterogeneous core content classes and group work. Lesson plans will be differentiated to support newcomers, SIFE, and advanced student.
 - Students with advanced mathematical skills have access to honors math enrichment classes.
 - All students with the exception of 10th grade newcomers (N1) are enrolled in the linked learning pathway electives
 - SIFE math (9th & 10th) and reading intervention (9th-12th) classes offered to address gaps in students formal education and literacy skills.
 - OIHS hosts a robust summer school ELA enrichment and credit recovery program for ELL high school students - typically 280 students
 - All students are placed in advisories with support the academic and social emotional needs of students
 - Provide Buses for college/career fieldtrips
 - Provide field trip admission Fees
 - Create wellness center to support students, including foster and homeless youth
- This practice helps support the following Title I Schoolwide Plan focus area:**
- Targeted Support for ELLs
 - Targeted Support for Newcomers
 - Differentiation for Low-Performing Students
 - Differentiation for GATE
 - Differentiation for Low-Performing Students
 - Extended Learning Time
 - Targeted Support for ELLs
 - Homeless and Foster

Select Leadership and Organizational Practices:

- Additional math teacher to allow for reduced class size in 9/10 math
- Consultant contracts to support male mentoring/CYO
- Consultant contracts to support College and Career Exploration
- Teachers Salaries Stipends for PD, curriculum planning, meeting attendance, inquiry and data analysis
- Teachers Substitutes for teachers to attend conferences and observe peers
- Consultant contracts to support parent education, male mentoring, volunteer recruitment and training, after school tutoring program, and college and career exploration (to work with 9-11th grades to build out the college and career units, experiences, and advising)
- 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. Teachers who require additional time to plan/tune curriculum will receive additional stipends to support this work.
- Consultants for mental health and male mentoring for at risk students
- All teachers are organized into teams that support 4 cohorts of 25 students. Each team has a team leader who sits on the school leadership team.
- The co-principals and community school manager have 3 all day retreats annually to assess progress to goals and make strategic plans for the upcoming semester/year
- Leadership team (co-principals, community school manager, curriculum coaches, and 4 team leaders meet 90 minutes weekly to address schoolwide issues and strategic planning; leadership team has 2 all day retreats annually (August and Feb)
- Cost team meets 2 hrs weekly
- Truancy team meets 60 minutes weekly
- Coaches and Co-principals meet 60 minutes weekly: set teacher goals, plan supports, create observation/evaluation calendar, problem solve individual cases
- All teachers have a curriculum coach. Teachers with higher needs (new/struggling) receive more support
- OIHS hosts 2 parent ESL classes 4x a week + 1 computer class weekly + 1 parent cooking class
- All families have a 1:1:1 parent/student/advisor conference in October to review grades, credits and student goals. All teachers conduct an additional 2 home visit conferences each year for struggling students.

This practice helps support the following Title I Schoolwide Plan focus area:

- Targeted Support for ELLs
- Targeted Support for ELLs
- Targeted Support for ELLs
- Teacher PD
- Teacher PD
- Targeted Support for ELLs
- Targeted Support for Newcomers
- Targeted Support for ELLs
- Family Engagement
- Family Engagement

- Every teacher has an instructional coach that observe and plan with them
 - Hire Wellness Coordinator to staff 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.)
 - Hire 6-8 Learning Lab Academic Assistants/Paras to support students in the 8 cohorts in 9-10th grade
- Teacher PD
 - Targeted Support for ELLs
 - Targeted Support for Newcomers



Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$4,000.00	21st Century	Teacher stipends for afterschool program		A1.6: After School Programs	1120	n/a	n/a	n/a	353-1	353
\$9,000.00	21st Century	Classified overtime for afterschool program		A1.6: After School Programs	2225	n/a	n/a	n/a	353-2	353
\$39,736.22	21st Century	Afterschool program		A1.6: After School Programs	4399	n/a	n/a	n/a	353-3	353
\$199,008.00	21st Century	Contracts for afterschool programs		A1.6: After School Programs	5825	n/a	n/a	n/a	353-4	353
\$60,000.00	General Purpose Discretionary	Supplemental Supplies		A4.3: Newcomer Programs	4310	n/a	n/a	n/a	353-5	353
\$5,000.00	General Purpose Discretionary	Purchase of \$5,000 - Meeting Refreshments		A6.5: Academic Parent-Teacher Communication & Workshops	4311	n/a	n/a	n/a	353-6	353
\$37,768.85	General Purpose Discretionary	Contract for school curriculum coach	Provide language acquisition PD opportunities and coaching support for teachers in their 1st and 2nd year working with newcomers	A4.4: Teacher Professional Development focused on English Learners	4399	n/a	n/a	n/a	353-7	353
\$3,000.00	General Purpose Discretionary	Dues and WASC memberships \$3,000		A4.3: Newcomer Programs	5300	n/a	n/a	n/a	353-8	353
\$18,000.00	General Purpose Discretionary	Equipment maintenance agreement for copy machine \$18,000		A4.3: Newcomer Programs	5610	n/a	n/a	n/a	353-9	353
\$12,000.00	General Purpose Discretionary	Computer Tech .5 FTE		A1.1: Pathway Programs	5737	n/a	n/a	n/a	353-10	353
\$15,600.00	General Purpose Discretionary	Contracts for male mentoring and college and career readiness	Create a Wellness Center that integrates the work of COST (mental/medical health, tutoring, academic advising, legal aid, food stamp referrals etc.) with urgent situations (housing insecurity, crying teenagers etc.)	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	353-11	353
\$2,000.00	General Purpose Discretionary	Field Trips - Buses	Coordinate the work of the academy director, curriculum coaches, electives dept to review scope and sequences and tune curricular units to prioritize academy focus.	A1.1: Pathway Programs	5826	n/a	n/a	n/a	353-12	353
\$2,000.00	General Purpose Discretionary	Team Fieldtrips		A1.1: Pathway Programs	5829	n/a	n/a	n/a	353-13	353
\$67,597.95	LCFF Supplemental	Math teacher class size reduction		A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1830	1	353-14	353
\$13,300.00	LCFF Supplemental	Teacher stipends/extended contracts for curriculum development, PD retreats, reading and math data analysis, case management, team leader stipends, WASC stipends, Peralta coordinator	Provide language acquisition PD opportunities and coaching support for teachers in their 1st and 2nd year working with newcomers	A4.4: Teacher Professional Development focused on English Learners	1120	n/a	n/a	n/a	353-15	353
\$4,000.00	LCFF Supplemental	Substitute teachers to support teacher PD	Provide language acquisition PD opportunities and coaching support for teachers in their 1st and 2nd year working with newcomers	A4.4: Teacher Professional Development focused on English Learners	1150	n/a	n/a	n/a	353-16	353
\$806.82	LCFF Supplemental	Supplemental Supplies		A4.3: Newcomer Programs	4310	n/a	n/a	n/a	353-17	353
\$27,298.00	LCFF Supplemental	Computer Tech .5 FTE		A1.1: Pathway Programs	5737	n/a	n/a	n/a	353-18	353
\$114,000.00	LCFF Supplemental	Contracts for male mentoring, parent ESL, volunteer coordination, college and career readiness	Create a Wellness Center that integrates the work of COST (mental/medical health, tutoring, academic advising, legal aid, food stamp referrals etc.) with urgent situations (housing insecurity, crying teenagers etc.)	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	353-19	353
\$2,500.00	LCFF Supplemental	Postage		A3.3: Family Engagement focused on Literacy Development	5910	n/a	n/a	n/a	353-20	353
\$20,000.00	Measure G (School Libraries)	Books		A3.2: Reading Intervention	4200	n/a	n/a	n/a	353-21	353
\$22,000.00	Measure G (School Libraries)	Americorps Library Support		A3.2: Reading Intervention	4399	n/a	n/a	n/a	353-22	353
\$35,280.00	Measure G (TGDS)	Computer Licenses		A3.1: Blended Learning	5846	n/a	n/a	n/a	353-23	353
\$333,200.00	Measure N Parcel Tax	Learning Lab Assistants and Paras	Hire 6-8 Learning Lab Academic Assistants/Paras to support the 8 cohorts in 9-10th grade newcomer classrooms	A4.3: Newcomer Programs	4399	n/a	n/a	n/a	353-24	353

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$40,000.00	Program Investment	Computers		A3.1: Blended Learning	4420	n/a	n/a	n/a	353-25	353
\$4,000.00	Program Investment	Furniture		A4.3: Newcomer Programs	4432	n/a	n/a	n/a	353-26	353
\$5,000.00	Program Investment	Computer Licenses		A3.1: Blended Learning	5846	n/a	n/a	n/a	353-27	353
\$42,500.00	Title I Basic	Teacher stipends/extended contracts for curriculum development, PD retreats, data analysis, case management	Provide language acquisition PD opportunities and coaching support for teachers in their 1st and 2nd year working with newcomers	A4.4: Teacher Professional Development focused on English Learners	1120	n/a	n/a	n/a	353-28	353
\$4,792.10	Title I Basic	Purchase \$4,792.10 in supplemental supplies		A4.3: Newcomer Programs	4310	n/a	n/a	n/a	353-29	353
\$25,000.00	Title I Basic	Consultants Mental Health, Male Mentoring, Truancy	Create a Wellness Center that integrates the work of COST (mental/medical health, tutoring, academic advising, legal aid, food stamp referrals etc.) with urgent situations (housing insecurity, crying teenagers etc.)	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	353-30	353
\$2,045.42	Title I Parent Participation	Bus Passes for adult ESL Class		A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	353-31	353

Oakland International High School Compact

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

As a student I will:

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

Student signature

As a parent/guardian or family member I will:

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

Family member signature

As a teacher I will:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20__.

Title I School Parental Involvement Policy 2015 - 2016

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

Involvement of Parents in the Title I Program

Oakland International HS agrees to implement the following statutory requirements:

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

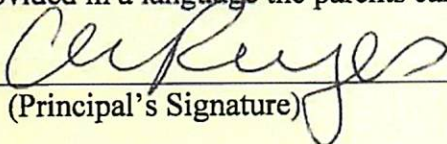
Accessibility

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

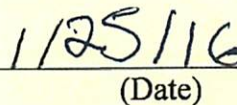
Adoption

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

This policy was adopted by the Oakland International School Site Council on May 13, 2014 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The OIHS's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)



(Date)

School Site Council Membership Roster – High School

School Name: _____

School Year: _____

Chairperson :	Vice Chairperson:
Secretary:	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student

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

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

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

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

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