Action Research	**Oakland International High School**
School:	Oakland International High School
Pathway/s:	Multi-Media Academy
Outcome Data	Oakland International Data Slides
Top 5 Measure N Funding Commitments	Almost the entirety of the Measure N budget was spent on salaries and training for Newcomer Assistants who serve as second adults in all our 9/10th grade classrooms and literacy classrooms 9-12th grade. In addition, newcomer assistants staff the after school tutoring program. Measure N monies also support 2 summer school classes. Measure N Priority Areas Include: 1) Creating a Wellness Center to support students with tier 1 issues as well as crisis services 2) Providing a second adult in all 9/10 newcomer classrooms and literacy 11th-12th grade classrooms in order to support language development, inclusive education and address SIFE issues. 3) Add academic counseling resources to support dual enrollment, college/career curriculum, and guidance for students in 9-11th grade 4) Stengthen the 12th grade internship/practicum support classes 5) Strengthen the "Academy" identity through PD, curriculum mapping and portfolio Although the majority of funds were spent fulfilling one priority area, the Measure N plan from 3 years ago identifying 5 priority areas continues to drive the school's decision making and budget. Once priorities were identified, the Measure N Committee directed the principal to fund them using all available revenue streams (district, grants, donations, Measure N etc.) in order to maximize the number of priorities that could be funded. For example, a wellness coordinator was ranked very highly but we were able to apply for a grant to cover this position and use Measure N for other priorities. This funding strategy was also adopted by the SSC.
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How do we strengthen the Media Pathway curriculum. particularly in 12th grade?
What did you discover in the past year? (Please use data to support.)	We found challenges in supporting two part time KDOL video instructors who teach our 12th grade Media Academy course, which has an internship component in the Spring. Integrating the two KDOL instructors into our professional development series was not possible due to their schedules, resulting in their attendance in 3 out of 34 weekly PD meetings. They were not able to fully particiapte in our annual Community Walks, Home Visits, and Parent-Teacher conferences---these parent and community engagement structures are critical to our mission. We did a better job this year of providing them with an instructional coach, but as teaching artists they need a lot of support with backwards planning, supporting newcomers and SpEd students. It was also a challenge to support the KDOL instructors with schoolwide systems, such as collaboration with the 12th grade team, student case management, portfolio presentations, and our new online gradebooks.
What are you going to *do differently* or *change* moving forward?	Strenthening the connection between out 12th grade KDOL media academy experience and the rest of the school is critical. We have hired a Newcomer Assistant who is graduating from our teacher pipeline to teach all 4 sections of the KDOL class in 2018-19, and will be fully integrated into the PD culture of the school.

| How do you anticipate this will improve Measure N outcomes for your students moving forward? | With an increased amount of collaboration between the KDOL teachers, the 12th grade team, and the Media Academy teachers, we will be able to increase the visibility of the Media Academy among all students, and will be able to create a more cohesive Media Academy presence and message throughout the school. We expect to see higher quality multi media projects throughout the school, as evidenced by students'portfolio projects and presentations.

We believe that the interventions supported by Measure N funds have been incredibly successful in increasing our students' access to resources on campus and their correlated improvement in participation in classes. Our next area of focus is to continue to improve our Capstone experience for students, through their KDOL Internship class. We anticipate this focus will help improve outcomes by giving more students access to industry-level media skills, access to community college course credit, and access to employment opportunities in the industry upon graduation. We hope to continue to hire graduates to serve as classroom assistants in the Internship classes and to see students' produced work impact younger students through their classes and extracurricular activities. |

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) School Name: Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) School Description: Your school description will automatically populate from your 17-18 Site Plan.

3) School Mission and Vision: Your mission and vision will automatically populate from your 17-18 Site Plan.

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

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

School Description

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

School Mission and Vision

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

Family & Student Engagement

Oakland International is committed to culturally responsive engagement with parents and families. In alignment with the OUSD's Full Service Community Initiative, OIHS is a community school dedicated to providing wrap around services in support of immigrant student and family needs. Our Wellness Center is a hub for student and family services including: therapudic counseling, healthcare referrals, social service benefits, emergency food, housing support and other needs. We also provide family support and engagement services, including ESL classes, parent leadership meetings, community walks, and social service navigation. OIHS staff is committed to providing each family with either a 1:1 parent conference at school or a homevisit in order to support each student's academic or social-emotional needs.

SCHOOL DATA SLIDES

Oakland International Data Slides

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES
Task: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
• Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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

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

Instructions:	**Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.** • Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? ***IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).*** *Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*		
State Dashboard Indicators	**Strengths**	**Challenges/Barriers**	**Possible High-Leverage Actions to Address Barriers**
Graduation Rate	Data dashboards show a 54.6% graduation rate and a 13% continuing in OUSD rate for 2016. This number is not accurate, and in fact is much higher. Current data (district and state) doesn't capture our long term grad rate. For example, state data shows 47% drop out/non-grad rate for the class of 2015. However, our internal data matched to the state cohorts shows in the class of 2015, the five-year graduation rate was 72%, with a 28% dropout or non-completion rate.	The largest barriers to graduation are SIFE/UAC status and the need for many of our unaccompanied minors to work. Districtwide data shows that students who immigrate after the age of 16 and no other risk factors have an attrition rate of 36%. However, if a student immigrates after the age of 16 and has at least one other risk factor (SIFE, off track to graduate, below 2.0, or less than 95% attendance) the attrition rate skyrockets to 73%. As a school and system, we have to find solutions for these students.	If as a system we can appropriately idenify SIFE/UAC/average students and get them to Rudsdale, it is possible their modified schedule would better support students' needs to work. For our own part, there is an opportunity to build in more credit recover into our post session classes and help students make up credits during the school year.

On Track to Graduate (11th Grade)	33% of OIHS 11th graders are on track to graduate compared to 39% of their district peers. Much of the "off-track" status is due, not to failures, but to gaps in credits during immigration. Students often miss a semester of instruction or miss instuction in particular classes (typically English, geometry and life science) if they completed course work in their home countries. In 11th grade 50% of students are missing credits in English and 38% are missing credits in math. However, for both English and Math, students have mutiple opprtunities to make up missing credits. For example, if a student is missing a math credit due to failure or a gap in their learning during immigration, there are 3 opportunities during the year for students to recover this credit (dual enrollment, post session, and summer school). In addition all students are scheduled into a 4th year of math. By 12th grade, many of these gaps are filled. Currenly 69.1% of 12th graders are on track to graduate compared to 49.1% of their district peers.		
A-G Completion	For the past 3 years OIHS has outperformed the district as a whole in it A to G completion rate (49% vs 44% in 2016-17) and far out performed the distict's ELL A to G completion rate for the past 5 years (49% vs 27% in 2016-17).	In 2016-17 OIHS completion rate fell from 56% to 49% in part due to an increased population of SIFE students.	This June we are expanding credit recovery options in post session as well as dual enrollment offerings in order to further facilitate credit recovery and A to G completion. History and pysics credit recovery classes will be added as well as a dual enrollment Statistics class that will span post session and summer school. OIHS is providing additional staffing for extended studytime for students. Upon completion of the class, students will have filfilled college math requirements for UC/CSU.
SBAC ELA		0% ELA Standards Met. All of our students are newcomers and by definition not be able to score proficient on a test measuring proficency in 11th grade ELA standards. SRI and SIPPs are better measures for newcomer students to demonstrate language growth.	
SBAC Math		3.3% Math Standards Met: All of our students are newcomers and reading comprehension of math problems in English make demonstating math procificency problematic; we need better measures, less dependent on English literacy, to determine and track actual mastery of mathematic concepts.	In 2016-17 the math department moved to standards based grading in order to track mastery of individual skills. Tuning of our tracking and communication systems will continue in order to strengthen our program and student results. The math department is now using IXL math, which requires little English, to provide inividually targetted practice and monitoring of skills.

AP Pass Rate/Dual Enrollment Pass Rate	83% pass rate for dual enrollment compared to district passage rate of 79.9%. OIHS offers 3 English and 3 Math dual enrollment courses. The math course sequence is designed to either allow kids to complete their UC/CSU math requirement prior to graduation or to enroll in a credit bearing class upon graudation and avoid remediation courses. OIHS does not offer AP classes however support students to take the exam. 4.1% of our students (14% of seniors) passed an AP exam.		
Pathway Participation/CTE Enrollment*	95.4% of students are enrolled in the school pathway compared to 80.3% of 10-12th graders districtwide.		
English Learner Progress		1.8% Reclassification Rate. Most OIHS students have not attended school previously in the US, immigrating midway through their 9th and 10th grade years. Reclassification of newcomers is unrealistic in less than 4 years and not a valid measure of our student's progress.	
Suspension Rate	In 2016-17 the OIHS suspension rate 5.3% was sllightly higher than the high school network generally 5.2% but lower than the network ELL average of 5.7%. OIHS suspended students on average 39% fewer days than the district average - 2.2 compared to 3.6. In 2017-18 suspensions have risen to 6.6% however, the average suspension 3.1 days remains under the district agerage of 3.4 days.	The suspension rate rose this year largely due to adramatic increase in incidents among Yemeni boys. In 2015-16 2% of Yemeni students were suspended, growing to 13% in 2015-16 to 22% this year. A large academic and SEL stressor for this population has been the war and difficult immigration situation at the federal level.	Unfortunately this year, we experienced a large spike in suspension of Yemeni boys due to fighting, doubling the incidents of suspension for this population from 9 in 2016-17 to 18 in 2017-18. In late 2017, OIHS received two grants, one to support struggling arab students, mostly Yemeni, and the other to support UAC students. The staffing and programs are only now getting put in place to better support the SEL needs of these communities and we hope to see increased academic achievement, a decline in chronic absences, and a reduction in suspension rates over time.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target/ Baseline*	2018-19 Target	Related WASC Goal
Graduation Rate	80% (5 year rate)	Goal 1: Graduates are college and career ready	All Students	N/A [1]	75% (5 year rate)	78% (5 year rate)	2. Development of a more rigorous and standarized portfolio assessment aligned to the central mission of the school (language development and multimedia skills) and the schoolwide learner outcomes
On Track to Graduate (11th Grade)	40% 11th grade 73% 12th grade	Goal 1: Graduates are college and career ready	All Students		33% 11th grade* 69% 12th grade*	38% 11th grade 71% 12th grade	4. Consider defining what mastery means in every course with the intention of deepening student learning, aligning daily work to mastery assigments and ultimately informing what mastery looks like in the portfolio process.

A-G Completion	58%	Goal 2: Students are proficient in state academic standards	All Students	49.30%	54%	56%	2. Development of a more rigorous and standarized portfolio assessment aligned to the central mission of the school (language development and multimedia skills) and the schoolwide learner outcomes
SBAC ELA	0%	Goal 2: Students are proficient in state academic standards	All Students	0%	0%	0%	
SBAC Math	9%	Goal 2: Students are proficient in state academic standards	All Students	3.30%	5%	7%	
AP Pass Rate	17% of the senior class will take and pass an AP exam, even though OIHS does not offer AP classes.	Goal 1: Graduates are college and career ready	All Students	12 students (about 14% of the senior class) take and pass an AP exam, eventhough OIHS does not offer AP classes.	15% of the senior class will take and pass an AP exam, eventhough OIHS does not offer AP classes.	16% of the senior class will take and pass an AP exam, eventhough OIHS does not offer AP classes.	4. Consider defining what mastery means in every course with the intention of deepening student learning, aligning daily work to mastery assigments and ultimately informing what mastery looks like in the portfolio process.
Dual Enrollment Pass Rate	86%	Goal 1: Graduates are college and career ready	All Students	83.0%	84.0%	85.0%	4. Consider defining what mastery means in every course with the intention of deepening student learning, aligning daily work to mastery assigments and ultimately informing what mastery looks like in the portfolio process.
Pathway Participation/ CTE Enrollment*	100% of 11th and 12th grade students will be enrolled in our pathway; 100% of N2+ 10th graders will be enrolled in our pathway; 100% of N1 10th graders who can add, subtract, and multiply will be enrolled in our pathway elective. 100% of 10th graders will be in pathway cohorts.	Goal 5: Students are engaged in school everyday	All Students	95.40%	100% of 11th and 12th grade students will be enrolled in our pathway; 100% of N2+ 10th graders will be enrolled in our pathway; 100% of N1 10th graders who can add, subtract and multiply will be enrolled in our pathway. 100% of 10th graders will be in pathway cohorts.		
English Learner Progress	5%	Goal 4: English learners are reaching English fluency	All Students	1.8%	3.0%	5.0%	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction
Suspension Rate	4.5%	Goal 5: Students are engaged in school everyday	All Students	5.2%	5.0%	4.7%	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction

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

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	Measure N committee work in the 2014-15 school year has driven the school's decision making for the past 3 years. Our stability in staffing and vision has allowed us to make sustained investments in priorities identified in 2014. Funding, staffing and monitoring of these programs has been systematically carried out by the school leadership team. Moving forward, there is opportunity to further align our media academy, dual enrollment program, in school interventions and supports funded by Measure N to support our students' portfolio process.	As we redesign our portfolio process and move towards clearly defined senior capstone/graduation requirements, we will be looking at how we might build articulated interventions withing our school calendar, utilizing our Newcomer Assistants who are partly funded by Measure N. This will also require a professional development focus on devleoping a shared understanding of our portfolio competency rubrics, calibration of scoring, and planning rigorous multimedia projects for students. The goal is for all students to graduate having mastered all academic achievemnt requirements, including OIHS portfolio competencies and a senior capstone project.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	4: Completely	Our leadership team is positioned to identify connections between the enabling conditions in order to align systems and structures to each other in service of our vision and mission. Comprised of individuals who also serve in multiple capacities---academic counseling, the COST team, department leads, instrucitonal coaching, PD planning---leadership team members meet weekly to analyze school wide data. The Leadership team also surveys teachers and staff mid year to inform their decision making processes in service of student graduation and post graduation success.	As the school has aged, we have teachers at many phases of their career (new teachers and very seasoned teachers) as well as teachers with varied experience with the mission, the Internationals model, approaches to teaching newcomers, community schools, restorative justice etc. We would like to create a tracker that allows us to monitor individual staff members PD experiences over time in order to ensure all staff members are ultimately in alignment around our mission, goals, and ways of approaching our collective work.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	4: Completely	Many OIHS original school design principles and elements are also pathway design principles and elements---distributed leadership, student cohorts, the portfolio presentation process, the opportunity to meet A-G requirements, collaborative learning that is rigorous, relevant, and integrated. We have also built a master schedule that allows for common collaboration time for teachers during the school day. School leaders (administrators, teachers, and staff) have innovated our program with our mission and vision as the core driver. Some examples include one to one instructional coaching for teachers, our concurrent enrollment program, All School College Field Trip Day, Career Week, the Student Wellness Center, and the portfolio redesign committee.	
School Leadership & Vision Goal for 2018-19:	The leadership team, will strengthen structures for vertical alignment (summer PD, department PLCs, committee work, team agendas, leadership data gathering, coaching, scope and sequence documents etc) in support of: 1) Math department's initiative, will vertical align OIHS math curriculum to community college math requirements for both academic majors and CTE programs (math dept) 2) Portfolio competencies (writing, critical thinking, community mindedness, and multi-media) will be vertically aligned by department (portfolio committee, departments, coaching) 3) College and career curriculum will be vertically aligned through advisory classes and grade level projects (counseling dept & advisory teams) 4) Reading complex texts across the curriculm (schoolwide) 5) Creating meaningful language objectives and assessing students for mastery of those goals (schoolwide)		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	4: Completely	Measure N committee work in the 2014-15 school year has driven the school's decision making for the past 3 years. All but one of the committee members remain on staff, many in leadership positions. This stability in staffing and vision has allowed us to make sustained investments in priorities identified in 2014. Funding, staffing and monitoring of these programs has been systematically carried out by the school leadership team.	
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	4: Completely	The school leadership teams and committees are very aligned in their goals and work. As much as possible, we attempt to cross pollinate leadership team members in committee work, thus strengthening coherency and communication across the system.	
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	Decision making structures for staff (teams, committees, and leadership team) have historically be strong at OIHS. There has been less consistency with parent and student structures. Due to language and cultural norms of our newcomer population, it is difficult to self sustain typical structures for parent and student leadership (PTAs, Student Leadership etc.) in the school. THere is no common language of communication, nor is there typically a tradition of engagement with staff on school policies in native countries. Over the years the strength of student and parent leadership has largely depended upon the ability of the school to dedicate additional resources (mainly grants) to supporting these groups. In 2016-17, few resources were devoted in these areas. In 2017-18 resources have been devoted to deepening parent engagement and student leadership through our community schoools programs.	A consistent area of weakness for OIHS has been parent participation on the SSC. Historically, parents attended and provided a rubber stamp on staff reccomendations. We are attempting to strengthen parent's knowledge base and advocacy by adding parent support meetings throughout the year, allowing them to preview data and arrive prepared to engage in more robust discussions on school policy. This work is very challenging when we take into account language barriers and varying cultural norms for newcomer communities.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	4: Completely	100% of students are in heterogeneous non-tracked cohorts. All teachers have common planning time with their department on a daily basis. Virtually all teacher purchase requests are approved. When there are insuffcent schoolbased funds, leadership looks for additional outside sources of funds. Additional newcomer assistant staffing is allocated to students in 9/10th grades and all literacy classes where newcomer students require the most language support and intervention.	
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	4: Completely	100% of students are in heterogeneous non-tracked cohorts. In addition OIHS has integrated inclusion sped services into our model. SDC sped students are fully mainstreamed into content classrooms. OIHS has a large population, approximately 40% of SIFE students. They too have full access to the mainstream program while recieving support services during an enrichment/intervention period.	
Systems & Structures Goal for 2018-19:		The principals, in response to a management training conference, would like to calendar ritualized check-ins for all staff members in order to facilitate communication and coherency across the system.	

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
computer tech support for blended learning	Whole School	English Learners	General Purpose Discretionary	$44,727.00	5737		Building the Conditions	A3.1 Blended Learning
Computers to support blended learning	Whole School	English Learners	California Partnership Academy Carry Over	$23,171.00	4420		Building the Conditions	A3.1 Blended Learning
WASC Dues	Whole School	English Learners	General Purpose Discretionary	$1,100.00	5300			A4.3 Newcomer Programs
Copier	Whole School	English Learners	General Purpose Discretionary	$13,000.00	5610			A4.3 Newcomer Programs
keys external work orders	Whole School	English Learners	General Purpose Discretionary	$200.00	5720			A4.3 Newcomer Programs
All students are placed in heterogeneous cohorts with full access to core curriculum for newcomers, SIFE, and sped students	Whole School	English Learners					Building the Conditions	A4.3 Newcomer Programs
OIHS has a Sped Inclusion program that allows all students to access core content classes in a supported mainstream classroom	Whole School	Students with Disabilities					Building the Conditions	A4.3 Newcomer Programs

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Provide all students with a reading intervention/enrichment class, provide reading teachers with PD to support data driven instruction, provide all reading classes with a second adult, monitor and support reading throughout the curriculum for all subject areas through teacher coaching.	Fully Implemented	Effective	Reading data analysis for high school newcomers is etremely difficult. District dashboards are not designed to track progress in literacy development for newcomers. For example, nearly all students including those making tremenous growth are lumped into the same category "multiple years below" proficiency. Students who are making negative growth, arrived in the US last week and have a zero score, and students with strong growth appear in the same performance band. Until a dashboard is built that tracks newcomer status (N1, N2, N3) and raw SRI scores, OIHS must track its own data - a truely laborous process. That said, we have tracked reading matched SRI scores for students by grade level and newcomer status. Our findings show that from fall 2016- spring 2017, 33% of students in the school grew at least 100 points on SRI, averaging 212 points growth. 35% of non-sife students and 27% of sife students are reflected in this data set. 42% of the school had flat or scores below 100 points of growth, averaging 27 points growth. The distribution of "flat/low growth" students across grade levels was failry consistent averaging between 41-43% between 9th and 12th grades. There was however, a spike in N2students in which 52% demonstrated flat/low growth. Most SIFE students, 63%, were reflected in this data set as compared to 33% of non-sife students. 15% of the school had declining scores. Further interrigation of the data showed declines primarily occured among 12th grade non-sife students. It is unclear if the results were "valid" or if seniors didn't fully apply themselves to the year end SRI test. Interestingly while SIFE students comprised 30% of the sample size, they comprised only 8% of students with declining scores. The 11th graders out performed all other grade levels in every measurement, 46% high growth (avg 33%), 45% non-sife high growth (average 35%) and 38% sife high growth (average 27%). The trend also held true when looking at years in the country (N status). Best practices in the 11th grade were identified and through coaching and department PD have been deciminated to other grade levels for 2017-18. We plan on deepening the alignment of the curriculum, using 11th grade as a model in 2018-19.

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

Reading Level	Reading teachers plan year long, holistic plans with an essential question, authentic readiing audiences, aligned reading strategies, and independent practice to support reading growth (SIPPS, Empower, Lexia, etc.) .... this was an identified best practice in 11th grade.	English Learners	1 teacher	1 teacher	4 teachers	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction
Common Core	Increase by 100% the time students read complex and content related texts in every classroom as mesured by student shadowing.	English Learners	NA	Students were reading 6% of class time in data collected in Jan 2017.	Students will be reading 12% of class time in data collected in 2018-19	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction

THEORY OF ACTION

Theory of Action	Provide all students with a reading intervention/enrichment class, provide reading teachers with PD to support data driven instruction, provide all reading classes with a second adult, monitor and support reading throughout the curriculum for all subject areas through teacher coaching. Weekly PLC to support reading teachers to share curriculum and recieve feedback, align curriculum, analyze reading data, and problem solve for students who are not showing progress. Designate a lead reading teacher to work with a coach to hold the work of department alignment. Provide PD around best practices in reading that supports teachers in pushing past resistance (students and their own.) Reading teachers lead elements of PD for the entire staff to integrate comlete text analysis into curriculum across the curriculum. Coaches and admin shadow students to document % of time students are participating in reading across the curriculum and use this data to course correct through whole staff/department PD and 1:1 coaching. Newcomer assistants, student teachers, Americorps Vistas, and trained volunteers placed in all 9/10 newcomer classrooms and all literacy classrooms to support language development and reading intervention.
How are you supporting English Language Learners?	OIHS student population is 100% ELL. All curriculum and interventions are designed to support the language develpment of our newcomers. All students recieve an additional literacy support class.
How are you building conditions for students and adult learning?	Reading department time with common planning time during the school day. Department time will focus on reading---the texts being taught, the protocols and strategies being used, to tune reading planning and practices across the school. Admin meeting 1:1 with all teachers to review scope and sequence to identify opportunities to increase ammount and completity of reading in their curriculum. All teachers have 1:1 coaching to support their individual development and implementation of schoolwide literacy goals. All teachers provided with paid additional PD time focused on how to teach complex texts.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	**Governance Team (SSC, Parent Team, Student Leadership)**	**Leadership Team (ITL)**	**Pathway Teams**	**Department Teams**
	N/A	N/A	N/A	N/A

STRATEGIC ACTIONS

Strategic Action	**Target Student Group**	**Funding Source**	**Cost**	**Object Code**	**UPC**	**Associated Linked Learning Pillar**	**Associated LCAP Action Area**
All teachers have 1:1 coaching to support their individual development and implementation of schoolwide literacy goals.	English Learners	Grant	$120,000.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Provide common weekly planning time for all departments, including reading	English Learners		$0.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS

Activity	Student Group	Funding Source	Amount	Code	Position Codes	Strategy	Action
Reading department has 2 release days to observe classrooms and plan curriculum	English Learners		N/A			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
1:1 Meetings with staff and admin to review scope and sequence to identify areas to increase text complexity.	English Learners		$0.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Collaborate with ELLMA office to offer teacher PD in June for 25-30 newcomer teachers in the district (including OIHS) to support literacy in the newcomer classroom	English Learners		N/A			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Provide summer school enrichment opportunities for 180-200 students to support language development	English Learners		N/A			Rigorous Academics	A4.3 Newcomer Programs
Admin and coaching team coduct at least 4 days of student shadowing to inform PD, teams, departments and committees --- to highlight progress and identify gaps in implementing reading complex texts across the curriculum.	English Learners		$0.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
5.54 FTE Newcomer Assistants to support newcomer students in 9/10 core content classrooms, literacy classrooms, and after school tutoring program. (T, N,D,S, L, M, NN)	Low-Performing Students	Measure N	$265,458.00	2205	ASNELL0001 .69 ASNELL0005 .75 ASNELL0006 .6 ASNELL0007 .75 ASNELL3532 .75 ASNELL3535 1.0 ASNELL3534 1.0	Rigorous Academics	A4.3 Newcomer Programs
1.25 FTE Newcomer Assistants to support newcomer students in 9/10 core content classrooms, literacy classrooms, and after school tutoring program.	Low-Performing Students	Measure N Carryover	$60,000.00	2205	ASNELL0001 .25 ASNELL0005 .25 ASNELL0007 .25 ASNELL3532 .25 ASNELL0002 .25	Rigorous Academics	A4.3 Newcomer Programs
.75 Newcomer Assistant to support newcomer students in 9/10 core content classrooms, literacy classrooms, and after school tutoring program. (G)	Low-Performing Students	Grant	$28,406.00	2205	ASNELL0002	Rigorous Academics	A4.3 Newcomer Programs
.06 Newcomer Assistants to support newcomer students in 9/10 core content classrooms, literacy classrooms, and after school tutoring program. (T)	Low-Performing Students	Grant	$1,909.00	2205	ASNELL0001	Rigorous Academics	A4.3 Newcomer Programs
Contract for 3 americorps classroom vistas to support student learning	Low-Performing Students	General Purpose Discretionary	$34,524.00	5825		Rigorous Academics	A4.3 Newcomer Programs
Contract for 3 americorps classroom vistas to support student learning	Low-Performing Students	Grant	$10,476.00	5825		Rigorous Academics	A4.3 Newcomer Programs
Computer licences to support English and mathmatical literacy development for ELL students and dual enrollment licenses	English Learners	Measure N Carryover	$13,000.00	5846		Rigorous Academics	A3.2 Reading Intervention

Computer licences to support English and mathmatical literacy development for ELL students and dual enrollment licenses	English Learners	California Partnership Academy Carry Over	$28,000.00	5846		Rigorous Academics	A3.2 Reading Intervention
.8 fte Newcomer literacy intervention teacher 9th/10th grade (P)	English Learners	Grant	$40,382.00	1105	K12TCH2266	Rigorous Academics	A3.2 Reading Intervention
1.0 fte Newcomer Reading Interventions Teacher 11th Grade (A)	English Learners	Grant	$54,033.00	1105	K12TCH1428	Rigorous Academics	A3.2 Reading Intervention
All students at OIHS have a literacy support class	English Learners					Rigorous Academics	A3.2 Reading Intervention

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	3	3	3	Original pathway design work occured in 2009. Digital technology and communication skills were identified as major gaps in newcomer students' skills prior to their arrival at OIHS. For students to have college and career successss in the US, these skill gaps must be remediated. Multi-Media Arts was determindened as the pathway most likely to close their opportunity gaps and capture student's interest. We have a deep partnership with KDOL, which provides dual enrollment coursework and an authentic venue to produce materials at industry standards for the majority of our seniors (3:4 cohorts). The KDOL coursework is then backwards mapped to develop digital communication skills starting in earlier grades in pathway classes and practices across the curriculum.
Integrated Core	2	3	3-	All teachers include at least one digital media project in their scope and sequence. 11-12th grade pathway electives have integrated projects with core content teachers. The KDOL 12th grade elective has worked to create projects that address authenic needs identified by teachers and staff across the school.
Cohort Scheduling	4	4	4	All students 9-12th grade are placed in cohorts that share a team of teachers (english, math, science, history, and pathway elective). All students have one enrichment/intervention class. Attention to the master schedule design allows for completely heterogenous cohorts for content classes while also providing intervention/enrichment classes that don't track the cohorts.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	2+	2+	3-	While all teachers have at least 1 or more multi-media projects as part of their curriculum, the nature of a school that exclusively serves newcomers means that much of the curriculum is and will continue to be focused on language development. Publlic defenses are built into all classrooms in the school. All students participate in high stakes oral portfolio defenses on an anual basis.
Collaborative Learning	3	3	3+	Collaborative project based learning is a central tennant in the International's Approach to language development. It is only through collabration that students have an opportunity to practice and develop oral proficiency. "Collaboration and Community Mindeness" is one of four elements that students must reflect upon annually as part of their portfolio defense. THe literacy and elective departments are specifically leading their work - teaching the language of collaboration, helping students reflect on thier role as a community member and reflect on their growth. All this is measured in a schoolwide rubric for collaboration.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**15-16 Score**	**16-17 Score**	**17-18 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	3	4	4	All teachers participate in at least 2 observation and release days to learn best practivce from collegues and plan how to implement these stategies. Teachers also share best practices in "ignight talks" at staff retreats.
Collaboration Time	4	4	4	All staff have 1 hour a week to work in teams, 1 hour a week to work in departments, and 85 minutes to work in whole staff PD configurations. All teachers in a department have common preps allowing them to plan together. Alll teachers are paid for additional PD retreat time in August, January and June.

				Teachers have calendared opportunities to observe one another's teaching and give and receive feedback to improve their instructional practice
Professional Learning				All departments have participated in PLCs using data (SRI, mastery grading) and student work in a cycle of inquiry to move student outcomes and implement new portfolio defense competencies.
	3+	4	3+	

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1. Math and Physics have implemented standards based grading.

2. Portfolio Committee has redesigned the portfolio process and student presentation and has created a proposal for a graduate capstone.

3. Media Academy teachers are creating integrative units in the 10th, 11th and 12th grades.

4. Implementation of 2 school wide mastery days (included in the master schedule) to provide all students additional opportunities to demonstrate mastery and make up missing work mid semester.

5. Continued case management of students in grade level teams and by the COST team, teacher parent conferences, home visits.

6. Coordinated interventions for chronically absent and truant students. 35 most chronically absent students case managed by 10 office staff monthly. Each office staff member "adopting" 3-4 students to meet with and support. This is in addition to traditional sart/sarb efforts by the school.

7. Implementation of a live grade book and referral system for students, families, and staff.

8. Additional credit recovery opportunities (history and physics) offered in post session Spring 2018.

9. Strengthen and promote the dual enrollment and concurrent enrollment program at OIHS | 1. Partially implemented

2. Partially implemented

3. Partially implemented

4. Fully implemented

5. Fully implemented

6. Fully implemented

7. Partially implemented

8. Fully implemented

9. Mostly implemented | 1. Effective

2. Highly effective

3. Somewhat effective

4. Effective

5. Highly Effective

6. Unknown

7. Effective

8. Likely Highly Effective

9.Highly effective | 1. Decrease in number of Fs in math. Areas of student strength and gaps in learning are more apparent with new grading system allowing for remediation and better planning.

2. Implementation of redesigned portfolio process and student presentations by all teachers at each grade level will occur in May 2018. New competency based rubrics will be used and evaluated portfolios spring 2018. Adjustments to requirements and rubrics will be made and PD time used to strengthen to system as it rolls out in 2018-19.

3. 10th and 11th grade pathway elective units are integrated with English, History, Science and Math curriculum. 12th grade continues to be problematic. New hire was made in spring 2018 to address the gap in 12th grade pathway elective for 2018-19..

4. Fewer Fs in 12th grade, a grade level with historically the most Ds/Fs.   D/F rate in fall semester declined form 20.2% in fall 2016 to 15.6% in fall 2017 in the 12th grade. Master Day will continue as a structure for next year.

5. Quantitative analysis of student case management is difficult to come by. However, in PD evaluations it always recieves positive feedback from teachers and calls for more case management time. We believe this time is critical if we are to fully realize the potential of teacher teams to interviene with struggling students.

6. This intervention was in response to an attendance grant. Evaluation of the intervention will be complete in summer of 2018.

7. Students have greater opportunity to see grades and make course corrections with the help of advisors and mastery days. Support staff have access to grades and are able to initiate or support student interventions. Disciplinary referrals, notes, interventions are also shared and inform student case management. COST and Wellness referrals can be tracked by teaching teams. Parent's have not had as much success using Jupitered as expected. School is investing in additional parent tranining opportunities.

8. Effects will be determined in June 2018. We are hopeful.

9. Approximately 50 students in dual enrollment classes (ESL and Math) each semester and 22 concurrent enrollment students. |

IMPLEMENTATION GOALS

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Support each Media Academy teachers to plan 1 integrative project per semester with their grade level content teacher colleagues.	English Learners	1 teacher	1 teacher	3 teachers	3. Increase rigor for all individuals working within group processes
Graduate Capstone/Culminating Experience	100% of all seniors will pass their portfolio presentation with multiple opportunities to demonstrate mastery.	English Learners	85%	100%	100%	2. Development of a more rigorous and standarized portfolio assessment alighned to the central mission of the school (language development and multimedia skills) and the schoolwide learner outcomes
Course Passage Rates	All students will have mutiple opportunities for academic interventions and credit recovery through after school tutoring, advisory classes, Mastery Days, OIHS teacher grading guidelines, post session classes and summer school.	English Learners	12th grade D/F rates 11.2% D 9% F	12th grade D/F rates 8.9% D 6.7% F	12th grade D/F rates 7% D 6% F	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction

THEORY OF ACTION

Theory of Action	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.

2nd adults (Newcomer Assistants/Paras/Student Teachers/Americorps Vistas) staff all 9th and 10th grade newcomer classrooms to provide academic support to struggling SIFE students.

In 2018-19 we will align the school calendar and plan for multiple mastery opportunities and academic interventions to ensure all seniors pass their portfolio presentation and as a school we increase course passage rates. [CTE] Project based learning. |
| How are you supporting English Language Learners? | As a school dedicated to newcomers, all classes are specifically designed to meet the needs of ELLs. For example, all classrooms have a language and content objective. Language growth is a component of a student's grade in every class. Teacher recieve copious PD/coaching on how to support language development of students. OIHS has a vast array of academic interventions and SEL supports for newcomers. |
| How are you building conditions for students and adult learning? | Common weekly collaboration time for teachers and departments, weekly PD, three PD retreats, Newcomer Assistants in all 9/10 classrooms and some 11/12 classrooms, school wide mastery interventions, after school tutoring, dual enrollment classes in Fall, Spring, post session and summer school.

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 |

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	*Governance Team (SSC, Parent Team, Student Leadership)*	*Leadership Team (ITL)*	*Pathway Teams*	*Department Teams*
	SSC meetings	ITL meetings	Media Academy department time	All departments, PD time

STRATEGIC ACTIONS

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area

Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	English Learners	Title I: Basic	$40,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	English Learners	LCFF Supplemental	$6,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	English Learners	California Partnership Academy Carry Over	$14,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Substitutes to support teacher PD: 2 release days for all teachers to observe other classrooms and plan curriculum. Pay for release days for 6+ teachers to attend ELLMA PD focused on teaching complex texts during the school year	English Learners	Title I: Basic	$15,049.00	1150		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Substitutes to support teacher PD	English Learners	Measure N Carryover	$3,000.00	1150		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Classified stipends to support weekend programming and PD for classified staff	English Learners	General Purpose Discretionary	$3,000.00	2220		Rigorous Academics	A4.3 Newcomer Programs
Books to support pathway literacy classrooms and dual enrollment	English Learners	Measure N Carryover	$3,000.00	4200		Rigorous Academics	A3.2 Reading Intervention
Supplementary supplies and materials to support classrooms	English Learners	General Purpose Discretionary	$20,749.00	4310		Rigorous Academics	A4.3 Newcomer Programs
Supplementary supplies and materials to support classrooms	English Learners	LCFF Supplemental	$4,112.00	4310		Rigorous Academics	A4.3 Newcomer Programs
Supplementary supplies and materials to support classrooms	English Learners	Measure N	$422.00	4310		Rigorous Academics	A4.3 Newcomer Programs
Supplementary supplies and materials to support classrooms	English Learners	Title I: Parent Participation	$2,129.00	4310		Rigorous Academics	A4.3 Newcomer Programs
Supplementary supplies and materials to support classrooms	English Learners	Kaiser Grant	$89.00	4310		Rigorous Academics	A4.3 Newcomer Programs
1.0 fte Newcomer History Teacher - class size reduction for 9/10 classrooms (R)	English Learners	LCFF Supplemental	$47,575.00	1105	K12TCH1425	Rigorous Academics	A4.3 Newcomer Programs
.55 fte Newcomer Biology Teacher - class size reduction for 9/10 classrooms (L)	English Learners	LCFF Supplemental	$27,265.00	1105	K12TCH1646	Rigorous Academics	A4.3 Newcomer Programs
.18 fte support for dual enrollment math program (A)	English Learners	LCFF Supplemental	$9,726.00	1105	K12TCH1830	Rigorous Academics	A4.3 Newcomer Programs
1.0 fte Newcomer English Teacher - class size reduction for 9/10 classrooms (N)	English Learners	Grant	$51,389.00	1105	K12TCH1427	Rigorous Academics	A4.3 Newcomer Programs

.45fte Newcomer Biology Teacher - class size reduction for 9/10 classrooms (L)	English Learners	Grant	$22,308.00	1105	K12TCH1646	Rigorous Academics	A4.3 Newcomer Programs
1.0 fte 12th grade newcomer history class size reduction (AH)	English Learners	Grant	$50,478.00	1105	K12TCH2035	Rigorous Academics	A4.3 Newcomer Programs
Offer 6 dual enrollment math and ESL courses over the academic year to support GATE and advanced students	English Learners					Rigorous Academics	A4.3 Newcomer Programs
Provide staff/departmental/individual PD to help teachers transitioning to mastery based grading of content and language objectives	English Learners					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	2+	2+	All students participate in Career Week - a series of advisory lessons and career speakers. WBL opportunities at OIHS tend not to be personalized, rather they are targetted at particular grade levels -- career readiness units integrated into 11th grade, KDOL practicum/internship integrated into 12th grade. There are few activities outside of Career Week and an Algebra unit for career awareness and exploration in 9th and 10th grades.
Pathway Outcomes	2+	2+	2+	WBL experiences occur in pathway electives at each grade and in advisory classes in each grade. 9/10th grade integrates career exploration into an Algebra unit. 11th and 12th grade does not explicitly have a WBL unit in core content classes. However, all classes are required to have a project that integrates pathway specific skills into the project.
Pathway Evaluation	2-	2-	2-	Leadership and Academy PLC in additional to academy advisory board need to analyze the 4 year vertical alignment of WBL opportunities and curriculum for our students. Gap need to be identified and filled. Only one leadership meeting was dedicated to this task. Follow up is required.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Internships & Practicum: Although we invested in the Internship & Career Readiness FTE in 16-17, the teacher went on leave. We integrated the career readiness curriculum (resume writing, career searches, college explorarion, business letter writing etc.) into 11th grade advisory classrooms. We continue to partner with KDOL who provides part time instructors to teach 4 sections of a 12th grade media class, internships and CTE credits. We also partner with Genesys to enroll 11th graders in career readiness training and internships in their senior year.

Career Awareness and Exploration: Our academic counseling team organizes a school wide Career Week, bringing 54 professionals into advisory classroom to present to students and answer questions. Advisors teach career awareness and exploration lessons (interest surveys, professionalism, interviewing, asking quetions, thank you letter writing etc) during Career Week. This year we had career presentations in Spanish and Arabic to reach our most newly arrived English Learners.

CTE: Counseling staff worked with KDOL and Laney to articulate the coursework of the KDOL pathway elective class and create an end of course assement that would provide students with Laney credit for Media 104A. This year we are also offering a Laney Carpentry class for CTE credits during post session. | Fully Implemented | 1. Somewhat Effective

2. Somewhat Effective

3. Somewhat Effective | 16% seniors are currently participating in the Genesys Internship program. 71% of seniors participate in the KDOL classes and praticum that offers students dual enrollment credits.   KDOL has two part-time teaching artists staffing these sections. Going forward, OIHS is partnering with KDOL to hire 1 full time teacher with expertise working with language learners to teacher the class.

100% of 11th graders participated in career awareness, exploration and preparation curriculum. Couseling staff and leadership want to better articulate this curriculum vertically over 9-12th grade.

100% of all students grades 9 through 12 participated in Career Week speakers and curriculum.

20 students will be enrolled in a Laney CTE Carpentry class.

Articulation is in progress and credit for 104A will be assessed in June 2018. |

IMPLEMENTATION GOALS

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
	Identify three 2018-19 implementation goals related to Work-Based Learning.					
Career Awareness	During career week 100% of OIHS students have access to a mutli-media industry speaker. (Currently 9/10 have 2 speakers and 11/12 have 4 speakers; but most are not pathway aligned)	English Learners		9% of 54 career speakers linked to the pathway industry	20% of career week speakers linked to career pathway	
Career Exploration	Re-instate an internship postsesson class	English Learners	25 students	0	25 students	
Career Preparation	Align math curriculum to CTE programs at Peralta Colleges to develop technical skills students need to be successful in post secondary programs.	English Learners	16 students total; 75% passed the stats dual enrollment summer school class	25 students total; 75% passed the stats dual enrollment summer school class	30 students total; 80% passed the stats dual enrollment summer school class	

THEORY OF ACTION

Theory of Action	If we continue our work to align student learning outcomes with post secondary career and technical programs and opportunities, our students will be better prepared to access those opportunities after graduation. Specifically we will 1) Build upon Career Week as a mechanism for all students to explore careers 2) Strengthen the 12th grade KDOL practicum experience by hiring a full time teacher who can fully participate in school PD activities 3) Expand "career readiness" advisory curriculum into lower grade levels
How are you supporting English Language Learners?	Hiring a credentialed teacher for 2018-19 with experience teaching newcomers and trained in the Internationals approach to teach KDOL media classes will support ELs. Providing Career Week presenters who are fluent in our students' home languages supports newcomer ELs. Aligning math curriculum to CTE programs develops the language needed to access those post secondary programs.
How are you building conditions for students and adult learning?	Common collaboration time for teachers and departments, weekly PD, three PD retreats, a master schedule that supports senior internships, providing dual enrollment classes in Fall, Spring, post session and summer school.

Engagement: **Who do you need to meet with moving forward to develop and then finalize this plan?**	_Governance Team (SSC, Parent Team, Student Leadership)_	_Leadership Team (ITL)_	_Pathway Teams_	_Department Teams_
	SSC meetings	ITL meetings	Media Academy department time	Math and Media Academy department time

STRATEGIC ACTIONS

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area
Bus/BART passes to support students to attend field trips, college and career exploration trips, and internships	English Learners	Title I: Basic	$5,000.00	4310		Work-Based Learning	A1.1 Pathway Programs

Description	Student Group	Funding Source	Amount	Object Code	Position	Category	Strategy
Bus/BART passes to support students to attend field trips, college and career exploration trips, and internships	English Learners	California Partnership Academy Carry Over	$4,000.00	4311		Work-Based Learning	A1.1 Pathway Programs
.8 fte 11th Grade Pathway Elective Teacher - class size reduction for 11th grade (M)	English Learners	LCFF Supplemental	$42,513.00	1105	K12TCH1648	Career Technical Education	A1.1 Pathway Programs
.78 KDOL Pathway Teacher 12th Grade	English Learners	LCFF Supplemental	$48,736.00	1105	K12TCH9999 NHO-262	Career Technical Education	A1.1 Pathway Programs
.22 KDOL Pathway Teacher 12th Grade	English Learners	Grant	$19,949.00	1105	K12TCH9999 NHO-262	Career Technical Education	A1.1 Pathway Programs
Conferences to support Teacher PD	English Learners	California Partnership Academy Carry Over	$2,000.00	5220		Work-Based Learning	A2.5 Teacher Professional Development for CCSS & NGSS
Career Week, a school wide activity based in advisory classrooms, brings 50+ professionals into advisory classroom to present to students and answer questions. Advisors teach career awareness and exploration lessons (interest surveys, professionalism, interviewing, asking quetions, thank you letter writing etc) during Career Week.	English Learners	Central Resources				Work-Based Learning	A1.1 Pathway Programs
All 12th graders enrolled in either an internship or KDOL practicum	English Learners					Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	3	4	4	OIHS has a wide range of academic and social emotional supports for students. The Wellness Center coordinates medical appointments, mental health services, legal assistance, emergency food assistance, emergency housing, and referrals for MediCal, CalFresh and benefits. OIHS offers a robust afterschool program that includes: tutoring, athletics, dual enrollment, and enrichment programs. During the school day, OIHS has a range of academic supports including literacy classes for all students, 2nd adults in all 9/10th grade and literacy classrooms, SIFE math intervention classes, and inclusion support structures. In 2016 National Education Policy Center awarded OIHS a silver medal in it's national contest, "Schools of Opportunity" in recognizition of excellent public high schools that actively strive to close opportunity gaps and build on student strengths by creating and supporting engaging learning opportunities for all their students. In 2017 the Intsitute of Educational Leadership and Coalition for Community Schools awarded 3 schools their national prize "Community Schools Award for Excellence" for creating academic, SEL, and service programs that support students and families succeed.
College & Career Plan	2	2+	2+	On "College Day" all students at OIHS have a day of visiting at least 1 college (if not 2). This trip is preceeded and followed by college exploration curriculum at all grade levels. New students are split into native language groups to talk about post secondary options (4 year, community college, vocational ed). Similarlly, the entire school participates in "Career Week" in which advisory curriculum is tailored to each grade level. Much of the academic counseling 9-11th grade is focused on closing gaps caused by immigration, school system transitions, SIFE status, and ELL status. Our goal is not only to have each student graduate, but as many as possible graduate with A to G status. Student works with counseling and adviory staff in the fall of 12th grade to finalize a post secondary plan. We endevor to have the 1:1 post secondary plan completed by spring of 11th grade in the future.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

Implementation of a student wellness center for tier 1 interventions, connect students to services and community partners. Wellness staff also manage a caseload of tier 2 and 3 students who have long term needs for support.

College & Career Counseling staffing was doubled in 2017-18 in order to provide additional supports to students, create advisory curriculum, design college/career experiences for all grade levels, track student progress, and make strategic interventions for individual students and program design.

Our growing arabic speaking student population, mainly Yemeni, has struggled academically and social-emotionally as a result of the conflict in the Middle East. Most have gaps in their formal education due to the war. Nearly all have close family members trapped in Yemen who can not immigrate due to the war and new federal immigration policies. THe combination of academic and SEL stressors has made learning difficult. In 2016-17 OIHS brought on 2 arabic speaking classroom support staff to address academic achievement. In 2017 we applied for a grant to address the SEL needs of Yemeni students. As a result, we created two arabic support clubs (male and female), paid for community building field trips and camping experiences, hosted an arabic career speaker series, and hired a student mentor to lead office interventions with Yemeni boys and families. | Partially Implemented | 1. Highly Effective

2. Highly Effective

3. Somewhat effective | The OIHS Wellness Center now serves the vast majority (87%) of OIHS students. Compared to last year, not only has our team been able to support more students, but we have been able to provide more in-depth support to meet socio-emotional needs. By mid-year, we have matched 129 students to intensive one on one mentoring or counseling (in addition to the ongoing mentoring provided in the Wellness Center by core staff); approximately 20 more students are connected to support groups on campus. Already, this represents a marked increase in service delivery provided last year, and has positively impacted discipline outcomes--when students receive the support they need, they are less likely to interact with disciplinary systems. Halfway through the year, Oakland International High School is proud to report that it's Wellness Center program has provided more than 847 case management hours to over 347 high-need students --an increase of 243 casemanagement hours from the previous year. Already, we have seen 27 more individual students this year than last, and because of increased staff capacity made possible by the Kaiser Community Benefit Program, the average visit of each student has increased 75%--meaning that we are able to provide deeper, more intensive and more impactful services to our students. This time last year, we had managed over a dozen high-intensity mental health crises on campus; this year, due to improved Tier One services--enabling staff to develop strong relationships with students and connect them to services before crisis hits--our crisis numbers have reduced to only three. Our Wellness Ambassador student leadership team has increased early connections between new students and the OIHS Wellness Center; these peer-elected students have gained hands-on skills and tools to support themselves and one another, and have a vested interest in the Wellness Center programs, thereby supporting their peers to connect to Wellness staff and avail themselves of services, from drop-in support to case management to wellness events. (Survey results will be included in the final report, as these surveys are conducted annually in the Spring.)

College & Career: With an increase in staffing, the Career and College counseling program provided more college and career opportunities to students in all grade levels. A school-wide college field trip was coordinated in the Spring for students to visit and learn about the different programs offered at the local colleges and Universities. Counselors intensively collaborated, organized, and promoted Dual and Concurrent enrollment classes provided through the Peralta Community College District. Compared to last year, a substantial number of students in all grade levels participated in different college classes offered at the community college campuses and OIHS. The counseling department also organized two "Coffee with the Counselors" events during the school year to meet with families and answer any questions regarding their child's academics and promote college and careers opportunities offered in and out of OIHS. Along with this event, counselors presented college and financial aid information to parents in the OIHS' parent leadership group in hopes of creating a connection between students, their families, and the counseling department. Our Counseling program initiated a peer counseling group to increase the connection between OIHS students and promote college and career opportunities. The peer counseling group presented post-secondary options curriculum created by the counselors to students in the 9th and 10th grade. Through this peer support group, students in lower grade levels had the opportunity to learn about the different post-secondary options offered in the United States and begin reflecting on their future goals.

Arab Population: The Yemeni support program has been succesful in terms of student participation and connectedness to school. Virtually all the Yemeni students are regular participants in all programs. Students feel like they have advocates on campus who understand their issues. Staff has very much appreciated the translation and consultation services provided by these staff members. That said, there has been a tremendous uptick in fights among Yenemi students and a corresponding increase in suspensions. We need to re-think some of the interventions and curriculum nesessary to support these young men. |

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Baseline	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Reduce the suspension rate for Yemeni boys so it is propotionate with other sub groups at the school.		9%	22%	5%	
College Access	All students will have an idividualized college and career plan by the end of 11th grade.	All Students		All 12th grade students	All 11th grade students	
Differentiated Interventions	Stregthen systems of support and communication between sped staff and inclusion teachers. Modify curriculum of 12th grade sped support class in order to address the number of students failing English and history in 12th grade.	dents with Disabili			Monthly case management of sped students; implementation of tracking systems for RSP and SDC staff.	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction

THEORY OF ACTION

Theory of Action	1) Wellness Center integrates the work of COST (mental/medical health, tutoring, academic advising, legal aid, food stamp referrals etc.) with urgent situations (housing insecurity, crying teenagers etc.) 2) PD offerings to teachers and staff support trauma informed instructional and RJ practices in order to reduce disruptive behaviors and maximize student attendance 3) School will modify support stuctures for stuggling Yemeni and Sped students in 2018-19 in order to improve grades and disciplinary outcomes. School will bring counseling best practices down from 12th grade and apply them in 11th in order to support college access and planning. 4) School will continue to support college plan through advisory curriculum, college trips for all students, and 1:1 academic advising 5) Provide culturally relevant after school programing that supports students academic achievement and social-emotional and physical well being
How are you supporting English Language Learners?	School will target struggling sub populations of ELL students (yemeni boys and sped inclusion students) in order to increase intervention services and address their SEL/academic needs.
How are you building conditions for students and adult learning?	Weekly team meetings, Sped department meetings, and COST meetings allow for case management for students academic and SEL needs. In addition PD to support teachers responding to student trauma, inclusion, and advisory curriculum will be offered in summer or whole staff PD.

Engagement: **Who do you need to meet with moving forward to develop and then finalize this plan?**	*Governance Team (SSC, Parent Team, Student Leadership)*	*Leadership Team (ITL)*	*Pathway Teams*	*Department Teams*

STRATEGIC ACTIONS

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area

Contract for Americorps wellness/newcomer welcome program tosupport transition new students and families and orientation to the school and community services	English Learners	Grant	$15,000.00	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Professional contract to pay for mental health interns and multi-lengual programming	English Learners	Title I: Basic	$19,500.00	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Professional contract to pay for mental health interns and multi-lengual programming	English Learners	Grant	$3,505.00	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Contract for parent ESL classes, refugee and immigrant support	English Learners	LCFF Supplemental	$17,000.00	5825		Comprehensive Student Supports	A6.1 Parent/Guardian Leadership Development
Bus passes to support student access to school and support for the tutoring program	English Learners	Title I: Basic	$3,000.00	4310		Comprehensive Student Supports	A1.6 After School Programs
Bus passes to support student access to school and support for the tutoring program	English Learners	Measure N Carryover	$15,000.00	4310		Comprehensive Student Supports	A1.6 After School Programs
Soccer Without Boarders Contract to support youth mentoring (academic and SEL support)	English Learners	Grant	$15,393.00	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Suportive Schools)
Casemanager to support restorative justice, home visits, male mentoring, and behavior interventions	Latino Students	Grant	$54,462.00	2205	24CSEM0010	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
.46 fte Newcomer Assistant to provide support in the afterschool program and coordinate all volunteer services, training and outreach (NG)	English Learners	LCFF Supplemental	$14,492.91	2205	ASNELL0004	Comprehensive Student Supports	A1.6 After School Programs
.54 fte Newcomer Assistant to provide support in the afterschool program and coordinate all volunteer services, training and outreach (NG)	English Learners	Grant	$26,624.00	2205	ASNELL0004	Comprehensive Student Supports	A1.6 After School Programs
SSO	English Learners	LCFF Supplemental	$62,302.00	2205		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Summer School Interventions and Enrichment to support newcomer language development and course passage	English Learners	Measure N Carryover	$12,000.00	4311		Comprehensive Student Supports	A1.5 Summer Learning
Mental Health & socio-emotional support services: We offer in-school counseling, cultural groups and mentorship services in over eight languages, as well as referrals to outside agencies.	English Learners					Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)
Health Services: OIHS coordinates referrals to health care providers and supports families to enroll in available health care plans. In partnership with nearby Oakland Tech / La Clinica de la Raza's TechniClinic, we are able to offer school-based health services, including health education, vaccination, family planning and primary care visits.	Low-Income Students					Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)

Legal Services & Outreach: OIHS provides extensive referrals to legal service agencies, particularly related to immigration. We have a particular focus on supporting legal access for our growing population of unaccompanied minors.	English Learners					Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Parent/Family Engagement, Leadership & Education: OIHS provides daily classes for parents in English (taught by Refugee Transitions), as well as weekly computer, gardening and cooking classes. We hold over a dozen family events, family outreach/support services days, family meetings & workshops, and engage a key cohort of parent leaders each year.	English Learners					Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development
Wellness Center helps students and families access social services and support: emergency food aid, emergency housing for homeless and housing insecure students, MediCal, Calfresh, DMV, Social Security etc.	English Learners					Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)
Community Volunteer Program: OIHS engages dedicated community volunteers in our school-day and after school program.	English Learners					Comprehensive Student Supports	A6.4 Parent/Guardian Volunteer Support
After School Programs: In partnership with our Lead Agency, the Easy Bay Asian Youth Center, as well as the school's founding partners, Soccer Without Borders and Refugee Transitions, OIHS provides a comprehensive after school program that includes after school tutoring & homework help; English & Math remediation classes; soccer, teambuilding & life skills programming; basketball; biking; gardening & coking; dance; art; music; and others.	English Learners					Comprehensive Student Supports	A1.6 After School Programs
Bus rental for college trips	English Learners	Title I: Basic	$4,000.00	5826		Comprehensive Student Supports	A1.1 Pathway Programs
Bus rental for college trips to explore post secondary options	English Learners	Measure N Carryover	$1,000.00	5826		Comprehensive Student Supports	A1.1 Pathway Programs
On "College Day" all students at OIHS have a day of visiting at least 1 college (if not 2). This trip is preceded and followed by college exploration curriculum at all grade levels. New students with limited English are split into native language groups to talk about post secondary options (4 year, community college, vocational ed).	English Learners					Comprehensive Student Supports	A1.1 Pathway Programs
All staff participate in "Community Walks" PD to provide greater understanding of the cultures at OIHS and the specific issues they face	English Learners					Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff

Individual tier2-3 casesmanagement for foster youth by wellness center staff	Foster Youth					Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
SIFE students have additional math support class to remediate gaps in math fluency and help them through alg/geometry	English Learners					Comprehensive Student Supports	A4.3 Newcomer Programs

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

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

Funding Source	Allocation	Total Expended	Total Remaining
21st Century	$0.00	$0.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00
General Purpose Discretionary	$117,300.00	$117,300.00	$0.00
LCFF Supplemental	$294,842.00	$279,721.91	$15,120.09
LCFF Concentration	$0.00	$0.00	$0.00
Title I: Basic	$86,549.00	$86,549.00	$0.00
Title I: Parent Participation	$2,129.00	$2,129.00	$0.00
Measure N	$312,800.00	$265,880.00	$46,920.00
TOTAL	$813,620.00	$751,579.91	$62,040.09

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway (if relevant)	Budget Action Number
computer tech support for blended learning	English Learners	General Purpose Discretionary	$44,727.00	5737		Building the Conditions			
Computers to support blended learning	English Learners	California Partnership Academy Carry Over	$23,171.00	4420		Building the Conditions			
WASC Dues	English Learners	General Purpose Discretionary	$1,100.00	5300					
Copier	English Learners	General Purpose Discretionary	$13,000.00	5610					
keys external work orders	English Learners	General Purpose Discretionary	$200.00	5720					
All students are placed in heterogeneous cohorts with full access to core curriculum for newcomers, SIFE, and sped students	English Learners					Building the Conditions			
OIHS has a Sped Inclusion program that allows all students to access core content classes in a supported mainstream classroom	Students with Disabilities					Building the Conditions			
All teachers have 1:1 coaching to support their individual development and implementation of schoolwide literacy goals.	English Learners	Grant	$120,000.00			Rigorous Academics			
Provide common weekly planning time for all departments, including reading	English Learners		$0.00			Rigorous Academics			

Reading department has 2 release days to observe classrooms and plan curriculum	English Learners					Rigorous Academics		
1:1 Meetings with staff and admin to review scope and sequence to identify areas to increase text complexity.	English Learners		$0.00			Rigorous Academics		
Collaborate with ELLMA office to offer teacher PD in June for 25-30 newcomer teachers in the district (including OIHS) to support literacy in the newcomer classroom	English Learners					Rigorous Academics		
Provide summer school enrichment opportunities for 180-200 students to support language development	English Learners					Rigorous Academics		
Admin and coaching team coduct at least 4 days of student shadowing to inform PD, teams, departments and committees --- to highlight progress and identify gaps in implementing reading complex texts across the curriculum.	English Learners		$0.00			Rigorous Academics		
5.54 FTE Newcomer Assistants to support newcomer students in 9/10 core content classrooms, literacy classrooms, and after school tutoring program. (T, N,D,S, L, M, NN)	Low-Performing Students	Measure N	$265,458.00	2205	ASNELL0001 .69 ASNELL0005 .75 ASNELL0006 .6 ASNELL0007 .75 ASNELL3532 .75 ASNELL3535 1.0 ASNELL3534 1.0	Rigorous Academics		
1.25 FTE Newcomer Assistants to support newcomer students in 9/10 core content classrooms, literacy classrooms, and after school tutoring program.	Low-Performing Students	Measure N Carryover	$60,000.00	2205	ASNELL0001 .25 ASNELL0005 .25 ASNELL0007 .25 ASNELL3532 .25 ASNELL0002 .25	Rigorous Academics		
.75 Newcomer Assistant to support newcomer students in 9/10 core content classrooms, literacy classrooms, and after school tutoring program. (G)	Low-Performing Students	Grant	$28,406.00	2205	ASNELL0002	Rigorous Academics		
.06 Newcomer Assistants to support newcomer students in 9/10 core content classrooms, literacy classrooms, and after school tutoring program. (T)	Low-Performing Students	Grant	$1,909.00	2205	ASNELL0001	Rigorous Academics		

Contract for 3 americorps classroom vistas to support student learning	Low-Performing Students	General Purpose Discretionary	$34,524.00	5825		Rigorous Academics			
Contract for 3 americorps classroom vistas to support student learning	Low-Performing Students	Grant	$10,476.00	5825		Rigorous Academics			
Computer licences to support English and mathmatical literacy development for ELL students and dual enrollment licenses	English Learners	Measure N Carryover	$13,000.00	5846		Rigorous Academics			
Computer licences to support English and mathmatical literacy development for ELL students and dual enrollment licenses	English Learners	California Partnership Academy Carry Over	$28,000.00	5846		Rigorous Academics			
.8 fte Newcomer literacy intervention teacher 9th/10th grade (P)	English Learners	Grant	$40,382.00	1105	K12TCH2266	Rigorous Academics			
1.0 fte Newcomer Reading Interventions Teacher 11th Grade (A)	English Learners	Grant	$54,033.00	1105	K12TCH1428	Rigorous Academics			
All students at OIHS have a literacy support class	English Learners					Rigorous Academics			
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	English Learners	Title I: Basic	$40,000.00	1120		Rigorous Academics			
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	English Learners	LCFF Supplemental	$6,000.00	1120		Rigorous Academics			
Teacher stipends to support PD, curriculum planning, interventions for ELL students, course passage, skill remediation, enrichment, dual enrollment support, SAT prep etc., teacher planning retreats	English Learners	California Partnership Academy Carry Over	$14,000.00	1120		Rigorous Academics			
Substitutes to support teacher PD: 2 release days for all teachers to observe other classrooms and plan curriculum. Pay for release days for 6+ teachers to attend ELLMA PD focused on teaching complex texts during the school year	English Learners	Title I: Basic	$15,049.00	1150		Rigorous Academics			
Substitutes to support teacher PD	English Learners	Measure N Carryover	$3,000.00	1150		Rigorous Academics			
Classified stipends to support weekend programming and PD for classified staff	English Learners	General Purpose Discretionary	$3,000.00	2220		Rigorous Academics			
Books to support pathway literacy classrooms and dual enrollment	English Learners	Measure N Carryover	$3,000.00	4200		Rigorous Academics			
Supplementary supplies and materials to support classrooms	English Learners	General Purpose Discretionary	$20,749.00	4310		Rigorous Academics			

Supplementary supplies and materials to support classrooms	English Learners	LCFF Supplemental	$4,112.00	4310		Rigorous Academics			
Supplementary supplies and materials to support classrooms	English Learners	Measure N	$422.00	4310		Rigorous Academics			
Supplementary supplies and materials to support classrooms	English Learners	Title I: Parent Participation	$2,129.00	4310		Rigorous Academics			
Supplementary supplies and materials to support classrooms	English Learners	Kaiser Grant	$89.00	4310		Rigorous Academics			
1.0 fte Newcomer History Teacher - class size reduction for 9/10 classrooms (R)	English Learners	LCFF Supplemental	$47,575.00	1105	K12TCH1425	Rigorous Academics			
.55 fte Newcomer Biology Teacher - class size reduction for 9/10 classrooms (L)	English Learners	LCFF Supplemental	$27,265.00	1105	K12TCH1646	Rigorous Academics			
.18 fte support for dual enrollment math program (A)	English Learners	LCFF Supplemental	$9,726.00	1105	K12TCH1830	Rigorous Academics			
1.0 fte Newcomer English Teacher - class size reduction for 9/10 classrooms (N)	English Learners	Grant	$51,389.00	1105	K12TCH1427	Rigorous Academics			
.45fte Newcomer Biology Teacher - class size reduction for 9/10 classrooms (L)	English Learners	Grant	$22,308.00	1105	K12TCH1646	Rigorous Academics			
1.0 fte 12th grade newcomer history class size reduction (AH)	English Learners	Grant	$50,478.00	1105	K12TCH2035	Rigorous Academics			
Offer 6 dual enrollment math and ESL courses over the academic year to support GATE and advanced students	English Learners					Rigorous Academics			
Provide staff/departmental/individual PD to help teachers transitioning to mastery based grading of content and language objectives	English Learners					Rigorous Academics			
Bus/BART passes to support students to attend field trips, college and career exploration trips, and internships	English Learners	Title I: Basic	$5,000.00	4310		Work-Based Learning			
Bus/BART passes to support students to attend field trips, college and career exploration trips, and internships	English Learners	California Partnership Academy Carry Over	$4,000.00	4311		Work-Based Learning			
.8 fte 11th Grade Pathway Elective Teacher - class size reduction for 11th grade (M)	English Learners	LCFF Supplemental	$42,513.00	1105	K12TCH1648	Career Technical Education			
.78 KDOL Pathway Teacher 12th Grade	English Learners	LCFF Supplemental	$48,736.00	1105	K12TCH9999 NHO-262	Career Technical Education			
.22 KDOL Pathway Teacher 12th Grade	English Learners	Grant	$19,949.00	1105	K12TCH9999 NHO-262	Career Technical Education			
Conferences to support Teacher PD	English Learners	California Partnership Academy Carry Over	$2,000.00	5220		Work-Based Learning			

Career Week, a school wide activity based in advisory classrooms, brings 50+ professionals into advisory classroom to present to students and answer questions. Advisors teach career awareness and exploration lessons (interest surveys, professionalism, interviewing, asking quetions, thank you letter writing etc) during Career Week.	English Learners	Central Resources				Work-Based Learning		
All 12th graders enrolled in either an internship or KDOL practicum	English Learners					Work-Based Learning		
Contract for Americorps wellness/newcomer welcome program tosupport transition new students and families and orientation to the school and community services	English Learners	Grant	$15,000.00	5825		Comprehensive Student Supports		
Professional contract to pay for mental health interns and multi-lengual programming	English Learners	Title I: Basic	$19,500.00	5825		Comprehensive Student Supports		
Professional contract to pay for mental health interns and multi-lengual programming	English Learners	Grant	$3,505.00	5825		Comprehensive Student Supports		
Contract for parent ESL classes, refugee and immigrant support	English Learners	LCFF Supplemental	$17,000.00	5825		Comprehensive Student Supports		
Bus passes to support student access to school and support for the tutoring program	English Learners	Title I: Basic	$3,000.00	4310		Comprehensive Student Supports		
Bus passes to support student access to school and support for the tutoring program	English Learners	Measure N Carryover	$15,000.00	4310		Comprehensive Student Supports		
Soccer Without Boarders Contract to support youth mentoring (academic and SEL support)	English Learners	Grant	$15,393.00	5825		Comprehensive Student Supports		
Casemanager to support restorative justice, home visits, male mentoring, and behavior interventions	Latino Students	Grant	$54,462.00	2205	24CSEM0010	Comprehensive Student Supports		
.46 fte Newcomer Assistant to provide support in the afterschool program and coordinate all volunteer services, training and outreach (NG)	English Learners	LCFF Supplemental	$14,492.91	2205	ASNELL0004	Comprehensive Student Supports		
.54 fte Newcomer Assistant to provide support in the afterschool program and coordinate all volunteer services, training and outreach (NG)	English Learners	Grant	$26,624.00	2205	ASNELL0004	Comprehensive Student Supports		
SSO	English Learners	LCFF Supplemental	$62,302.00	2205		Comprehensive Student Supports		
Summer School Interventions and Enrichment to support newcomer language development and course passage	English Learners	Measure N Carryover	$12,000.00	4311		Comprehensive Student Supports		

Mental Health & socio-emotional support services: We offer in-school counseling, cultural groups and mentorship services in over eight languages, as well as referrals to outside agencies.	English Learners					Comprehensive Student Supports		
Health Services: OIHS coordinates referrals to health care providers and supports families to enroll in available health care plans. In partnership with nearby Oakland Tech / La Clinica de la Raza's TechniClinic, we are able to offer school-based health services, including health education, vaccination, family planning and primary care visits.	Low-Income Students					Comprehensive Student Supports		
Legal Services & Outreach: OIHS provides extensive referrals to legal service agencies, particularly related to immigration. We have a particular focus on supporting legal access for our growing population of unaccompanied minors.	English Learners					Comprehensive Student Supports		
Parent/Family Engagement, Leadership & Education: OIHS provides daily classes for parents in English (taught by Refugee Transitions), as well as weekly computer, gardening and cooking classes. We hold over a dozen family events, family outreach/support services days, family meetings & workshops, and engage a key cohort of parent leaders each year.	English Learners					Comprehensive Student Supports		
Wellness Center helps students and families access social services and support: emergency food aid, emergency housing for homeless and housing insecure students, MediCal, Calfresh, DMV, Social Security etc.	English Learners					Comprehensive Student Supports		
Community Volunteer Program: OIHS engages dedicated community volunteers in our school-day and after school program.	English Learners					Comprehensive Student Supports		
After School Programs: In partnership with our Lead Agency, the Easy Bay Asian Youth Center, as well as the school's founding partners, Soccer Without Borders and Refugee Transitions, OIHS provides a comprehensive after school program that includes after school tutoring & homework help; English & Math remediation classes; soccer, teambuilding & life skills programming; basketball; biking; gardening & coking; dance; art; music; and others.	English Learners					Comprehensive Student Supports		
Bus rental for college trips	English Learners	Title I: Basic	$4,000.00	5826		Comprehensive Student Supports		
Bus rental for college trips to explore post secondary options	English Learners	Measure N Carryover	$1,000.00	5826		Comprehensive Student Supports		

On "College Day" all students at OIHS have a day of visiting at least 1 college (if not 2). This trip is preceeded and followed by college exploration curriculum at all grade levels. New students with limited English are split into native language groups to talk about post secondary options (4 year, community college, vocational ed).	English Learners					Comprehensive Student Supports		
All staff participate in "Community Walks" PD to provide greater understanding of the cultures at OIHS and the specific issues they face	English Learners					Comprehensive Student Supports		
Individual tier2-3 casesmanagement for foster youth by wellness center staff	Foster Youth					Comprehensive Student Supports		
SIFE students have additional math support class to remediate gaps in math fluency and help them through alg/geometry	English Learners					Comprehensive Student Supports		

SPSA ENGAGEMENT TIMELINE

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/24/2017	SSC	Budget prioritization
3/9/2018	SSC	SPSA and budget finalization and passage
4/11/2018	SSC	Update to Title 1 and spsa
2/6/2018	Parents	Parent Engagement Meeting around Budget
11/7, 11/28	Leadership Team	Fall Budget Crisis
1/16, 1/23	Leadership Team	Budget Prioritization
1/30/2018	Leadership Team	Measure N Evaluation

School WASC Goals

Length of WASC Accreditation:	6 years	Last WASC Self-Study:	2016-17	Next Full Self-Study:	2023

SCHOOL WASC GOALS	LCAP Goal Category
1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction	Goal 4: English learners are reaching English fluency
2. Development of a more rigorous and standarized portfolio assessment aligned to the central mission of the school (language development and multimedia skills) and the schoolwide learner outcomes	Goal 1: Graduates are college and career ready
3. Increase rigor for all individuals working within group processes	Goal 1: Graduates are college and career ready
4. Consider defining what mastery means in every course with the intention of deepening student learning, aligning daily work to mastery assigments and ultimately informing what mastery looks like in the portfolio process.	Goal 2: Students are proficient in state academic standards
5. Provide stronger trainings for all staff (sped & gen ed) around special education inclusion. Refine the inclusion model to take into account the needs of newcomers and resources of the school. More timely processing of IEP referrals.	Goal 5: Students are engaged in school everyday

[1] This data is not available: 2015-16 54.6% with 13% still enrolled compared to dist 65.7%