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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Oakland International High School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Oakland International High School.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Oakland International High School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Oakland International High School
CDS Code: 1612590115667
Principal: Tom Felix
Date of this revision: 5/22/2023

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

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

Contact: Tom Felix
Address: 4521 Webster Street
Oakland, CA 94609
Position: Principal
Telephone: 510-597-4287
Email: tom.felix@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/22/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

Date(s) plan was approved: _____

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

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

Signatures:

Tom Felix

Principal

Maden Hassan

SSC Chairperson

Vanessa Sifuentes

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

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Signature

[Handwritten Signature]

Signature

[Handwritten Signature]

Signature

[Handwritten Signature]

Signature

_____ Date

_____ Date

6/5/23 Date

_____ Date

5/22/2023 Date

_____ Date

2023-24 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/14/2022	Leadership Team	Reflection on programmatic offerings and student outcomes to being goal setting for 2023-24, part one.
11/28/2022	Leadership Team	Reflection on programmatic offerings and student outcomes to being goal setting for 2023-24, part two.
1/3/2023	Teachers and Classified Staff	Whole staff retreat reviewing data on chronic absenteeism and student connectedness to reflect on strategies in place and inform goals for 2023-24.
1/9/2023	Special Staff Engagement	Staff engagement focused on advisory structures and best approaches to supporting SEL development among students that would foster connectedness, reduce chronic absenteeism, and increase college and career readiness.
1/23/2023	Special Staff Engagement	Staff engagement focused on structure of school day, time available for professional development and collaboration, and responding to chronic absenteeism and tardiness with the design of our instructional day for 2023-24.
1/23/2023	SSC Meeting	Deep review of data aligned with SPSA, reflection root causes of strengths and challenges evident in those data, and assessment of 2022-23 actions and their efficacy.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$82,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$94,307.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$772,542.10

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$75,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$39,300	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,000	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$308,505	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,000	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$94,307	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$248,430	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$176,307	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$596,235	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$772,542
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Oakland International High School

School ID: 353

School Description

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

School Mission and Vision

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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
66.4%	33.6%	93.1%	78.1%	39.8%	0.7%	99.6%	2.2%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
3.7%	4.7%	77.7%	9.5%	0.0%	0.0%	0.0%	0.0%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness:

Students must be supported by thoughtful and multiple opportunities to acquire literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so that may successful transition tow owkr and college after high school.

English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-204.5	n/a	-218.7	<i>not available until Fall 2023</i>	SBAC is not an appropriate measure for newcomers. our goal is for all students grow 100 Lexile points from August to May
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	10.3%	<i>not available until Fall 2023</i>	All students grow 100 Lexile points from August to May
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-235.2	n/a	-219.9	<i>not available until Fall 2023</i>	This is not an appropriate measure for newcomers. Our goal is 95% passing rates for 9th & 10th grade Algebra for students with limited and interrupted formal education.
CAST (Science) at or above Standard	All Students	0.6%	n/a	0.0%	<i>not available until Fall 2023</i>	The CAST is not an appropriate assessment for newcomers. Our goal is a 95% passing rate for Biology and Physics courses as evidenced by mastery grades--formative, summative and performance assessments designed by science teachers.
Graduation Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	70.6%	66.2%	56.8%	<i>not available until Fall 2023</i>	70%
On Track to Graduate: 9th Grade	All Students	76.6%	18.0%	61.2%	<i>not available until Fall 2023</i>	The majority of newcomers at OIHS are not meeting "on track" criteris until the end of their 11th grade year. Our goal is that 100% of 9th grade students pass their post session class for credit recovery and/or increase their on track status.

On Track to Graduate: 11th Grade	All Students	41.8%	8.3%	27.6%	<i>not available until Fall 2023</i>	The majority of newcomers at OHS are not meeting "on track" criteris until the end of their 11th grade year. Our goal is that 100% of 11th grade students pass their post session class for credit recovery and/or increase their on track status.
A-G Completion	All Students	56.5%	52.1%	78.8%	<i>not available until Fall 2023</i>	60%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	59.2%	n/a	n/a	<i>not available until Fall 2023</i>	62%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Coherent practices aronud planning and teaching reading ina ll classes will lead Focal Student Groups: to an increase in students' literacy growth.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-215.8	n/a	-258.5	<i>not available until Fall 2023</i>	SBAC is not an appropriate measure for newcomers. our goal is for all students grow 100 Lexile points from August to May
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-205.3	n/a	-218.7	<i>not available until Fall 2023</i>	SBAC is not an appropriate measure for newcomers. our goal is for all students grow 100 Lexile points from August to May
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	53.9%	<i>not available until Fall 2023</i>	All students grow 100 Lexile points from August to May
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-289.7	n/a	n/a	<i>not available until Fall 2023</i>	SBAC is not an appropriate measure for newcomers. our goal is for all students grow 100 Lexile points from August to May
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-240.3	n/a	-220.8	<i>not available until Fall 2023</i>	SBAC is not an appropriate measure for newcomers. our goal is for all students grow 100 Lexile points from August to May

Reclassification Measures & Annual Targets		*Complete Part 1 of ELD Reflection				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.9%	0.0%	0.4%	<i>not available until Fall 2023</i>	N/A
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	N/A

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

School Goal for Student & Family Students are academically successful when they and their families feel **Engagement:** authentically supported by and engaged with all aspects and programming in their school.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	67.7%	77.3%	68.1%	<i>not available until Fall 2023</i>	75.0%
Out-of-School Suspensions	All Students	1.3%	n/a	1.5%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	1.5%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	8.7%	n/a	1.5%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	25.8%	30.4%	63.6%	<i>not available until Fall 2023</i>	25.0%
Chronic Absenteeism	African American Students	0.0%	7.1%	50.0%	<i>not available until Fall 2023</i>	0.0%

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

School Goal for High-Quality Staff: Students are best supported through a aligned teacher and staff practice, and by thoughtful and coherent school wide systems in which all staff have a shared understanding of the prupose and function of those systems, as well as the data, science and pedagogy that inform them.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	80.0%	76.0%	79.3%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Program Design that includes:</p> <ol style="list-style-type: none"> 1. Teacher on Special Assignment to plan and facilitate PD for teachers focused on literacy for newcomers, including students with limited and interrupted formal education. 2. 7 period schedule that supports credit recovery options for all students 3. Multi-tiered system of support plan that includes push-in, pull-out, after school support 4. Schoolwide portfolio assessment 5. Post session program that supports credit recovery options for all students 6. Summer school program that supports credit recovery options for all students 7. Work Based Learning Team comprised of a Case Manager, Career Transition Specialist and Americorps staff person 8. Internship opportunities for students 9. Academic counseling and mentorship 10. Cohorted students, grade level teams, case management by grade level teams 11. Wall to wall Media Arts Academy 	<p>OIHS is part of the International Network for Public Schools (INPS) and follows the network's design principals for curriculum, instruction and supports, which includes grade levels teams, regular case management of students, cohorted students, post session classes, content and language integrated curriculum and school wide authentic performance assessment system.</p> <p>OIHS has invested Measure N funding in hiring newcomer assistants to push into classrooms to support learning and to provide tutoring after school, as well as to support a TSA to hold professional learning and teacher coaching. OIHS funds a portion of their summer school program with Measure N funds.</p> <p>Newcomer assistants, paraprofessionals and Americorps staff support our multi-tiered system of supports for students.</p> <p>A centrally funded Career Transition Specialist to support OIHS in increasing the number of graduates who pursue post-secondary opportunities after graduation.</p> <p>OIHS is a California Partnership Academy and receives annual funding from the state for its wall to wall Media Arts Academy (pathway) in addition to Perkins Funds.</p>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>In addition to the items above:</p> <ol style="list-style-type: none"> 1. After school program 2. OIHS Wellness center and program 3. Restorative Justice approaches embedded in classrooms and other spaces. 	<p>The after school program at OIHS offers tutoring, soccer, music and student clubs and leadership opportunities. It is staffed by the after school program director, newcomer assistants, Americorps staff and partners.</p> <p>The OIHS Wellness Center staff are our coordination of services team, connecting students to a wide array of supports, services and partners. These include mental health counseling for individuals and groups, drop in space for students, support with Medi-Cal and a variety of medical and health related appointments, student leadership opportunities via the Wellness Ambassador program, and restorative practices.</p>
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LCAP Goal 3: Student & Family Engagement

1. Wellness center and program: Case management, parent ESL classes, parent engagement meetings, student Wellness Ambassadors, affinity groups
2. Attendance team: Case management, attendance education and support
3. Newcomer Specialist Counselor
4. Academic Counselor

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

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

Student Wellness Ambassadors provide hold school wide events and provide a formal venue for student leadership and advocacy within the school. Affinity groups create space for students with shared backgrounds (i.e Mayan Mam group, Black Student Union, Gender and Sexuality Alliance, etc.) to build community and advocate for their needs within the school.

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

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

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

<p><i>LCAP Goal 4: Staff Supports</i></p>	<ol style="list-style-type: none"> 1. August, Mid year and Spring retreats 2. Teacher-led professional learning focused on literacy 3. Coaching available to all teachers at a variety of levels of frequency 4. Peer observations with time to observe during the school day 	<p>OIHS plans and facilitates professional development retreats for teachers and staff in August, January and in May, focusing on data analysis and big picture planning.</p> <p>With the support of the Internationals Network for Public Schools, OIHS continued a PD focus from 2021-22 into 2022-23 focused on literacy development for students with limited and interrupted formal education (SLIFE). Teachers continued conducting empathy interviews with focal students to ground the professional development, and leveraged a new reading assessment (i-Ready) to gather more nuanced data on reading development.</p> <p>All teachers have access to a peer coach, with teacher FTE devoted to providing coaching at a level of frequency consistent with the needs of each teacher.</p> <p>Teachers leverage release time to observe peers and participate in planning days with planning partners for medium to long term curricular planning.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Strengthening and developing the internship program and developing stronger dual enrollment pathways that lead to job-related certifications</p>	<p>The disruption of the pandemic and decline in immigration due to federal policies combined to unravel many of the previous internship partnerships at OIHS. Reestablishing partnerships for internships and building dual enrollment pathways will require significant staff time investment, a challenge due to reduced FTE as a result of declining enrollment.</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Funding for Newcomer Assistants and Americorps</p>	<p>The aforementioned decline in enrollment due to the pandemic and federal immigration policy led to a decline in Measure N and other resources, which has constrained the ability of the school to find newcomer assistants and AmeriCorps members who largely implement key facets of the MTSS.</p>

<i>LCAP Goal 3: Student & Family Engagement</i>	Chronic absenteeism rates remain high and engaging students and families to address these challenges has not brought about the needed improvement. Title I Parent funding will be utilized increase parent engagement by providing parent workshops.	The location of OIHS contributes to chronic absenteeism as our students travel some of the largest distances in OUSD to reach campus. A large proportion of students are under enormous pressure to work, many until late at night, or occasionally choosing to do so during the day instead of attend school. Finally, many students are 18 or over, supporting themselves, and balancing managing their own finances, family obligations, and other demands with school.
<i>LCAP Goal 4: Staff Supports</i>	Insufficient time for teacher professional learning and departmental collaboration. Title I Funds will be utilized to provide a .50 FTE TSA to provide ongoing learning and professional development to build teacher capacity.	Bell schedule requirements have limited time available for teacher professional development, and the shift from an 8 period to 7 period day in 2022-23 led to the loss of protected time for departments to collaborate.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Oakland International High School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Our school has remained focused on developing literacy across the curriculum with a focus on Students with Interrupted Formal Education (SLIFE), in the form of professional development, empathy interviews with focal students, and ongoing curriculum development. Although hiring was delayed by a tight labor market, the school has fully staffed newcomer assistant and AmeriCorps positions to allow the MTSS programming to proceed in addressing reading development. This work has also been supported by moving to the i-Ready assessment, which still provides Lexile scores but also provides more nuanced information on student literacy development. The Wellness Center continues to develop and grow, thanks in part to generous funding related to attendance interventions provided by a community partner as well as a new focus on supporting student affinity groups and leadership spaces. A teacher led coaching program has resumed after a brief interruption and provides ongoing coaching to teachers across the school at all stages of their careers. The school has returned to a seven period day, so some of the opportunities uncovered through an 8 period day in 2021-22 (around teacher collaboration, planning time, and credit recovery) have not been possible in 2022-23.

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

Student literacy development remains an urgent concern and data does not yet show an impact of the strategies and actions for this year. Due to late staffing of MTSS-related positions and the deep decline in literacy for students during the pandemic/distance learning years it may take some time to see a more broad impact on student literacy development. More positively, the strengthened coaching program is supporting instructional coherence across the school and teacher-led PD continues to receive positive feedback and surface key strategies for addressing literacy development for SLIFE. Student engagement in affinity groups and Wellness Ambassador leadership program are strong, and new attendance-focused case managers are in place and have begun engaging directly with students on a regular basis.

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

Through engagement with SSC, school leadership, and teachers there is consensus that our priorities for 2022-23 continue to be relevant heading into 2023-24. Student leaders in SSC have advocated for an increased focus on college readiness in grades 9, 10, and 11 to prevent students from grasping the importance of certain steps to prepare until 12th grade.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Consultants: Parent Workshops	College/Career Readiness	The intention was for a consultant to support broader parent engagement in school programming related to college and career readiness, as well as to address chronic absenteeism.	Unfortunately a contractor was not identified as of January 2023.	In January 2023 the SSC reaffirmed its commitment to this priority and suggested this activity continue and that a potential contractor could support parents engaging other parents -- parent-led parent engagement.
Extended Contracts	Staff Participation in Foundational Professional Learning	Compensation for teachers to participate in foundational professional learning around literacy.	Professional development around literacy is occurring regularly. Based on principal observation the Extended Contracts have supported coherent literacy practices across the school, however funds other than Title I are being used.	Site will allocate other funds to support this activity moving forward, due to rising costs for other Title I activities approved by SSC for 2023-24.
Teacher	Reading Inventory (RI) Growth of One Year or More	Ongoing professional learning and coaching in support of building teacher capacity to address literacy development across the curriculum.	Reading data indicates that growth is still at an unacceptably low level for students, with at least 71% of students 3 or more grade levels below expected on i-Ready diagnostic. Many aspects of programming are still being implemented due to late hiring of staff.	The work of strengthening student literacy and building teacher capacity to do so remains a priority of the SSC for 2023-24 and the belief is that we need to sustain this work to see the impact we desire.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Oakland International High School

School ID: 353

3: SCHOOL STRATEGIES & ACTIONS

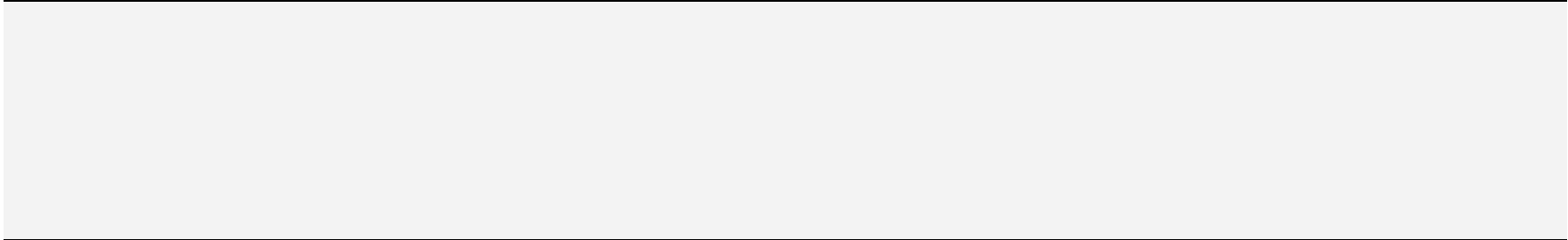
[Click here for guidance on SPSA practices](#)

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

School Priority:	Students must be supported by thoughtful and multiple opportunities to acquire English language and literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so they may successfully transition to work and college after high school.
School Theory of Change:	<p>OIHS will continue to refine and tune our Wellness Center to support students with tier 1 issues as well as crisis services.</p> <p>OIHS will continue to invest in second adults in all 9/10 newcomer classrooms and 11th-12th grade reading intervention classrooms in order to support language development, inclusive education and to address SIFE issues.</p> <p>OIHS will continue to invest in academic counseling resources to support dual enrollment, college/career curriculum, and guidance for students in 9-11th grade.</p> <p>OIHS will continue to strengthen the 12th grade internship/practicum support classes and to increase opportunities for work based learning and internships for 11th & 12th grade students.</p> <p>OIHS will continue to provide credit recovery opportunities through summer school, post session class offerings, and independent study.</p>
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teacher will analyze students' portfolio projects and presentations to inform their planning moving forward	Ensure there is time before post session, and that teachers are supported to do this work at a very busy time of the year. Make it a celebration, honor the work that was done, and support teachers to reflect on the implementation of their plans and the outcomes, ask them how they might do things differently next time.	Revised scope and sequence for all classes that reflect adjustments based upon student completion of portfolio projects.	Students must be supported by thoughtful and multiple opportunities to acquire literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so that may successful transition tow owkr and college after high school.	Tier 1
1-2	Teachers will align assessments with protfolio rubrics and capstone rubrics as OIHS transitions to adopting the OUSD senior capstone framework.	Create differentiated PD in support of OIHS teachers to plan and implement projects and presentations that align to both frameworks during transitional year. Make sure teachers engage with the portfolio competencies and capstone framework at the start of the year in PD, department and team spaces. Make space for teachers to unpack how they adapted the portfolio process to distance learning and what they learned in the process.	By end of 2023-24 teacher scope and sequences will reflect alignment with capstone framework with necessary modifications to support newcomer-specific context.	Students must be supported by thoughtful and multiple opportunities to acquire literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so that may successful transition tow owkr and college after high school.	Tier 1

1-3	Teachers will engage in inquiry cycles, instructional rounds, and/or peer observations, with a focus on content and language integration	Plan for structured department time or PD time to hold space for inquiry, instructional rounds, or peer observations, and making sure the work is supported with a framework and protocol to document the learning.	Meeting notes and other evidence of ongoing departmental meeting time with cross observation and discussion of shared instructional practices.	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.	Tier 1
1-4	Teachers will plan for content and language integration in all classes in support of accelerated learning for all students	Protect collaboration time and teacher planning time.	Classroom observations and review of lesson/unit plans indicate content and language objectives and explicit language instruction across the curriculum.	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.	Tier 1
1-5	Teachers will engage in PD in support of greater coherence around best practices for content and language integration	Create differentiated PD in support of OIHS teachers to learn, explore and extend content and language integration in their course curriculum.	PD agendas and materials reflect ongoing presence of focus on content and language integration. Student literacy scores increase as measured by i-Ready.	Students must be supported by thoughtful and multiple opportunities to acquire literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so that may successful transition to work and college after high school.	Tier 1

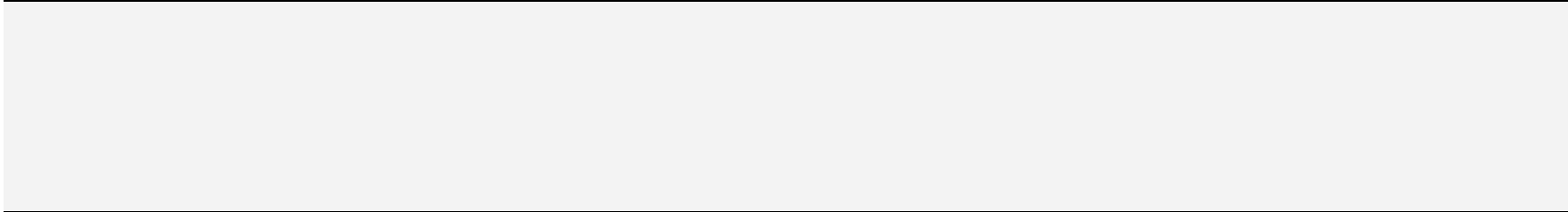


LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers plan for newcomer assistant support in grade level teams, making plans to address missed opportunities and gaps to ensure all students graduate college, career ad community ready, including ELLs, Newcomers, SIFE, UAY and SpEd students	Create team calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Students identified for more intensive literacy support show growth in reading as measured by iReady. The coordination of newcomer assistants, which includes strategically scheduling into classes, providing professional development to teach intervention strategies to support learning is held by the assistant principal.	Students must be supported by thorough and multiple opporunities to acquire literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so that may successful transition tow owkr and college after high school.	Tier 2
2-2	At the beginning of the year, teachers engage in PD that provides context for literacy instruction at OIHS, establish shared commitment to literacy support and instruction across the school, reflect on successes, challenges and growth areas as teachers of reading	Plan PD for August, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	New teachers at OIHS attend foundational professional development collaboratively planned and facilitated by OUSD's office of English Language Learners and Multilingual Achievement and Oakland International's instructional team, comprised of administrators and our lead instructional coach. This is an annual offering which will continue. Evidence of the efficacy of this effort is that in 2022-2023 we have retained all new teachers.	Coherent practices aronud planning and teaching reading ina ll classes will lead to an increase in students' literacy growth.	Tier 1

2-3	Grade level teams analyze iReady reading data to raise implications for instructional planning	Team calendar and objectives, provide SRI data, a protocol and organizer, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Professional development resources show that i-Ready data was analyzed three times annual in departments and/or grade level teams.	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.	Tier 1
2-4	Grade level teams make a plan to support administration of the iReady so that all students are tested	Team calendar and objectives, in support of PD & teacher collaboration and planning time in support of positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	As a majority of OIHS students are multiple grade levels below in reading, and many are at an emerging literacy level in English as newcomers, all teachers are engaged in inquiries focused on best literacy practices for students with limited or interrupted formal education, in the context of their departments and/or grade level teams.	Students are best supported through aligned teacher and staff practice, and by thoughtful and coherent school wide systems in which all staff have a shared understanding of the purpose and function of those systems, as well as the data, science and pedagogy that inform them.	Tier 2
2-5	Departments plan for supporting reading in class for all students, regardless of literacy level, and share best practices	Department calendar and objectives, provide a protocol and organizer, in support of PD & teacher collaboration and planning for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Departmental meeting time is reestablished and structured to support vertical alignment across grade levels, which is documented as part of our work to align with the Capstone framework.	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.	Tier 1



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

<p>School Priority:</p>	<p>Students are academically successful when they and their families feel authentically supported by and engaged with all aspects and programming in their school.</p>
<p>School Theory of Change:</p>	<p>The OIHS Wellness Center will continue to integrate the work of COST (mental/medical health, tutoring, academic advising, legal aid, MediCal and SNAP referrals etc.) with urgent situations (housing insecurity, safety, etc.)</p> <p>OIHS will provide PD offerings to teachers and staff support trauma informed instructional and RJ practices in order to reduce disruptive behaviors and maximize student attendance.</p> <p>OIHS will continue to provide mentoring and coordinated interventions for struggling students in order to improve grades and disciplinary outcomes.</p> <p>OIHS will continue to support college planning through advisory curriculum, college trips for all students, and 1:1 academic advising.</p> <p>OIHS will continue to support student leadership through the Wellness Ambassador program, facilitated by the Community School Manager. Wellness Ambassadors will hold welcome circles for new students throughout the year and support new student orientations.</p> <p>OIHS will continue to provide culturally relevant after school programming that supports students academic achievement and social-emotional and physical well being.</p> <p>OIHS will continue to provide a variety of parent engagement events to strengthen the connection between home and school.</p>
<p>Students to be served by these actions:</p>	<p><i>All Students</i></p>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/oe CTE programs	Hire a Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/oe CTE programs	Career Center staffed by Career Transistion Specialist who manages of case load of students and recruits and supports students' successful participation in CTE and internship opportunities, enrollment to CTE programs in community colleges, and supports with FAFSA, Dream Act and Peralta applications	Students must be supported by thoroughful and multiple opporunities to acquire literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so that may successful transition tow owkr and college after high school.	Tier 1
3-2	Family Engagement events to address tech literacy divide	CSM plans family engagement calendar to include affinity groups, college and career night, and connect families to resources and partners	Calendar reflects ongoing meeting of affinity groups, college and career night, and ongoing opportunities for parent education and leadership	Students are academcally successful when they and their famileis feel autehnically supported by and engaged with all aspects and programming in their school.	Tier 1

3-3	Plan and coordinate interventions to increase engagement, attendance, course passage rates	Budget for ET/OT in support of tier 3 interventions, support with scheduled meetings to share data and best practices, Addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	A consistent academic interventions plan and calendar with push in and pull out support and. after school tutoring.	Students must be supported by thoroughful and multiple opporunities to acquire literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so that may successful transition tow owkr and college after high school.	Tier 3
3-4	Continued support of the Wellness Ambassador program, corrdinated by Wellness Team staff	Fully staffed wellness center, wellness team, COST team, and counseling services, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	A fully staffed wellness center comprised of a Community School manager, 2-3 case managers and a Newcome Specialist to connect all students to services as needed	Students are best supported througha ligned teacher and staff practice, and by thoughtful and coherent school wide systems in which all staff have a shared understanding of the prupose and function of those systems, as well as the data, science and pedagogy that inform them.	Tier 1
3-5	Continued support of the after school program and partners	Sustain partnerships with after school program providers, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	Improved attendance in an array of after school programs including sports, tutoring and arts enrichment		Tier 1

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

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

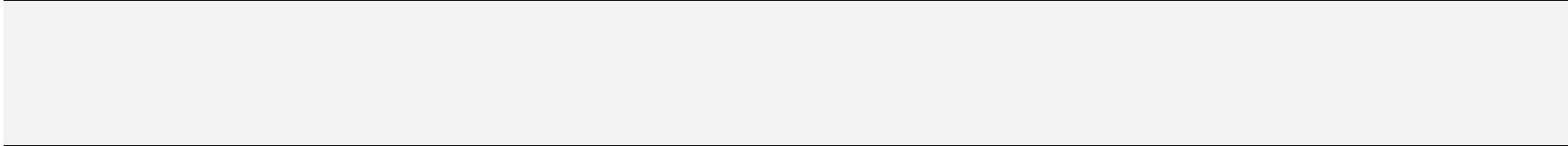
4-2	All teachers plan backwards from the OIHS Portfolio Assessment, using the OIHS Portfolio Competencies and presentation rubric as a framework for planning while working toward alignment with Capstone framework.	Set the expectation in May for teachers to plan accordingly for 2023-2024, in support of PD & teacher collaboration and planning time for positive student learning outcomes for all students, including ELLs, Newcomers, SIFE, UAY, SpEd	Teachers have time in August retreat, weekly PD and planning and collaboration time during the day to plan and tune lessons and units, which are planned backwards from the OIHS Portfolio Assessment and informed by the OIHS Portfolio Competencies and presentation rubrics. Teachers utilize critical friends groups to gain feedback from colleagues on their curriculum planning.	Students must be supported by thoughtful and multiple opportunities to acquire literacy in order to increase their multilingual skills, and apply those skills authentically in both college and career contexts so that may successful transition tow owkr and college after high school.	Tier 1
4-3	Grade level teams case manage students	Create team meeting calendar, objectives, protocols, PD on referrals to COST and Wellness Team, in support of Wellness & case management of all students and their families, including ELLs, Newcomers, SIFE, UAY, SpEd	Records family contact during family conferences, COST referrals and referrals for SpEd evaluation from grade level teams.	Students are best supported through a lined teacher and staff practice, and by thoughtful and coherent school wide systems in which all staff have a shared understanding of the prupose and function of those systems, as well as the data, science and pedagogy that inform them.	Tier 1



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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-Blackness and implicit bias	Classroom observations, reading fluency for Black students, decrease in number of Black students who do not graduate in 4 years		Tier 1
5-2	Teachers ensure Black students at OIHS are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Teachers identify focal Black students, use walkthrough data to highlight experience of black students, and provide coaching to address needs that arise from these practices.		Tier 1
5-3	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Analysis of learning tasks of focal Black students, learning walk data, PD that centers Black students.		Tier 1



CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

School Priority:

OIHS is a member of the Internationals Network of Public Schools, and as such, holds the following principles as necessary conditions for newly arrived English Language Learners to learn and grow their multilingual and biliteracy skills so they graduate college, career and community ready.

School Theory of Change:

1. Heterogeneity and Collaboration -- Students work in heterogeneous groups in all their classes--this allows them many opportunities to practice English with each other, creating bridges across cultural and linguistic differences. Teachers are also expected to collaborate with each other within their teams, departments, and committees. We believe that dialogue and communication within diverse groups of students and teachers are essential to our goal of helping our students learn English and graduate on time.
2. Experiential Learning -- Teachers engage students through project-based learning, hands-on experiments, and multimedia. We believe that students who are engaged in the learning process are more motivated and eager to learn in all their academic content areas.
3. Language/Content Integration -- All of our teachers are language teachers. They incorporate multiple opportunities for speaking, listening, writing, and reading in all their classes.
4. Localized Autonomy & Responsibility -- As an alternative school within the Oakland Unified School District, we have the great privilege and the great responsibility to create high-quality curricula and assessments that are appropriate for our unique student population. Our team, department, and committee structures provide teachers with many opportunities to lead and to create sustainable structures that benefit our students.
5. One Learning Model for All -- The collaborative structures in which students work and learn mirrors those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another.
6. Rigor -- Part of our mission statement is focused on preparing students for college and the workplace--we aim to do this by ensuring that our curricula and assessments are rigorous and aligned to common core standards. We evaluate students based on effort, growth in English, and mastery of the content in each class and we provide regular feedback to students about their progress in their classes.
7. Nurturing Immigrant Students -- Our students are among the most under-served in the nation and here in Oakland. They come to us with a variety of social, emotional, and academic needs. Our vision of being a full service community school centers on our desire to fully serve the needs of our students and their families through special classes, after-school support, and constant communication with parents.
8. Education as a Civil Right -- We believe that everyone has the right to an education. We are a public school and we are open to all recently arrived immigrants in the city of Oakland, regardless of the time of their entry to the United States or their educational background. We serve many students who have never attended school before or who need a great deal of support in addition to academics. We strive to be an open and welcoming environment for every student who wants to learn English and graduate from high school.

Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	All teachers plan and teach reading/literacy.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Adjusted bell schedule allowing for more time for PD and collaboration and providing teacher more flexibility for their adjunct hours.	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.	Tier 1
6-2	All teachers plan high quality projects.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Regular administration of i-Ready reading assessment and time provided during professional development for analysis of these data and instructional planning based upon implications.	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.	Tier 1
6-3	All teachers plan standards based curriculum.	Make time in PD calendar for tuning instructional plans, looking at reading data, looking at student work.	Teachers will be updating their scope and sequences in 2023-2024, ensuring all curriculum is standards based, including CTE standards for Design, Visual and Media Arts.	Coherent practices around planning and teaching reading in all classes will lead to an increase in students' literacy growth.	Tier 1

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Counselor	\$21,739	A-G Access/Success Grant	1205	Certificated Pupil Support Salaries	3040	Counselor	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-1
Extended contracts	\$22,377.30	California Community Schools Partnership Program	1120	Teachers' Salaries	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Teachers will plan for content and language integration in all classes in support of accelerated learning for all students	353-2
Community Assistant, Bilingual	\$36,678	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Community Assistant, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Fully staffed wellness center, wellness team, COST team, and counseling services, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	353-3
Case Manager	\$82,464	California Community Schools Partnership Program	2405	Clerical Salaries	9409	Case Manager	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-4
Case Manager	\$83,481	California Community Schools Partnership Program	2405	Clerical Salaries	2392	Case Manager	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-5
11-Month Classroom Teacher on Special Assignment (TSA)	\$29,496	California Partnership Academies (CPA)	1119	Certificated Teachers on Special Assignment Salaries	9480	11-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers will engage in PD in support of greater coherence around best practices for content and language integration	353-6
To be allocated in Fall 2023.	\$48,174	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Teachers plan for newcomer assistant support in grade level teams, making plans to address missed opportunities and gaps to ensure all students graduate college, career and community ready, including ELLs, Newcomers, SIFE, UAY and SpEd students	353-7

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$88,706	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-8
Supplies	\$5,601	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers will plan for content and language integration in all classes in support of accelerated learning for all students	353-9
Extended contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Growth of One Year or More	Teachers will engage in PD in support of greater coherence around best practices for content and language integration	353-10
STIP Teacher	\$83,421	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9478	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All teachers plan backwards from the OIHS Portfolio Assessment, using the OIHS Portfolio Competencies and presentation rubric as a framework for planning while working toward alignment with Capstone framework.	353-11
Specialist, Career Pathway Transitions	\$104,586	K-12 Strong Workforce Program	2205	Classified Support Salaries	8290	Specialist, Career Pathway Transitions	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Career Transition Counselor to case manage and support working students to balance school and work successfully and to successfully plan for after graduation for career and/or CTE programs	353-12
Community Assistant, Bilingual	\$14,671	LCFF Discretionary	2205	Classified Support Salaries	New	Community Assistant, Bilingual	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Fully staffed wellness center, wellness team, COST team, and counseling services, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	353-13
School supplies	\$24,629	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers plan high quality projects.	353-14

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$9,264	LCFF Supplemental	1105	Certificated Teachers' Salaries	3449	Teacher, Structured English Immersion	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-15
Teacher, Structured English Immersion	\$19,009	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-16
Teacher, Structured English Immersion	\$35,199	LCFF Supplemental	1105	Certificated Teachers' Salaries	7846	Teacher, Structured English Immersion	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers will plan for content and language integration in all classes in support of accelerated learning for all students	353-17
Teacher, Structured English Immersion	\$37,056	LCFF Supplemental	1105	Certificated Teachers' Salaries	3449	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-18
Teacher, Structured English Immersion	\$46,320	LCFF Supplemental	1105	Certificated Teachers' Salaries	3449	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-19
Teacher, Structured English Immersion	\$54,015	LCFF Supplemental	1105	Certificated Teachers' Salaries	3796	Teacher, Structured English Immersion	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-20

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$95,702	LCFF Supplemental	1105	Certificated Teachers' Salaries	3232	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-21
Contract services	\$11,941	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-22
Library Technician	\$89,601	Measure G, Library Support	2205	Classified Support Salaries	8572	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Family Engagement events to address tech literacy divide	353-23
11-Month Classroom Teacher on Special Assignment (TSA)	\$44,245	Measure N	1119	Certificated Teachers on Special Assignment Salaries	9480	11-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers will engage in PD in support of greater coherence around best practices for content and language integration	353-24
Assistant, Newcomer Learning Lab	\$60,541	Measure N	2205	Classified Support Salaries	4934	Assistant, Newcomer Learning Lab	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-25
Assistant, Newcomer Learning Lab	\$70,272	Measure N	2205	Classified Support Salaries	4369	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-26

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Assistant, Newcomer Learning Lab	\$79,267	Measure N	2205	Classified Support Salaries	4885	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-27
Assistant, Newcomer Learning Lab	\$93,970	Measure N	2205	Classified Support Salaries	4494	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-28
Case Manager	\$27,488	Oakland Fund for Children & Youth	2405	Clerical Salaries	9409	Case Manager	0.25	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Continued support of the Wellness Ambassador program, coordinated by Wellness Team staff	353-29
Case Manager	\$35,778	Oakland Fund for Children & Youth	2405	Clerical Salaries	2392	Case Manager	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-30
Contract services	\$11,735	Oakland Fund for Children & Youth	5825	Consultants	n/a	n/a	n/a	n/a	Student Connectedness to School	Continued support of the after school program and partners	353-31
Social Worker	\$96,846	Oakland Public Education Fund	1205	Certificated Pupil Support Salaries	New	Social Worker	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-32
To be allocated in Fall 2023.	\$2,154	Oakland Public Education Fund	4399	Unallocated	n/a	n/a	n/a	n/a	Reading Inventory (RI) Growth of One Year or More	At the beginning of the year, teachers engage in PD that provides context for literacy instruction at OIHS, establish shared commitment to literacy support and instruction across the school, reflect on successes, challenges and growth areas as teachers of reading	353-33

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$19,009	PTA/PTO Donations	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.15	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-34
Teacher, Structured English Immersion	\$23,149	PTA/PTO Donations	1105	Certificated Teachers' Salaries	3796	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers will plan for content and language integration in all classes in support of accelerated learning for all students	353-35
Teacher, Structured English Immersion	\$89,839	PTA/PTO Donations	1105	Certificated Teachers' Salaries	6164	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-36
Community Assistant, Bilingual	\$14,671	PTA/PTO Donations	2205	Classified Support Salaries	New	Community Assistant, Bilingual	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Fully staffed wellness center, wellness team, COST team, and counseling services, addressing the needs of all students, including including ELLs, Newcomers, SIFE, UAY, SpEd to increase engagement, attendance, course passage rates	353-37
Case Manager	\$149,181	PTA/PTO Donations	2405	Clerical Salaries	9408	Case Manager	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-38
Contract services	\$9,150	PTA/PTO Donations	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Plan and coordinate interventions to increase engagement, attendance, course passage rates	353-39
Contract services	\$2,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Family Engagement events to address tech literacy divide	353-40

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 353

School: Oakland International High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$73,741	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9480	11-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers will engage in PD in support of greater coherence around best practices for content and language integration	353-41
To be allocated in Fall 2023.	\$1,259	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Staff Satisfaction with Professional Development	Teachers will align assessments with portfolio rubrics and capstone rubrics as OIHS transitions to adopting the OUSD senior capstone framework.	353-42
Contract services	\$5,000	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	All teachers plan high quality projects.	353-43



Title I, Part A School Parent and Family Engagement Policy

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

Oakland International High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Annual CHKS survey, parent engagement events, SSC.

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

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

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

- Parent Engagement events

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

- Providing translation services

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was adopted by the **Oakland International High School** on **8/30/22** and will be in effect for the period **August 8, 2022** through **June 30, 2023**.

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

Tom Felix
Name of Principal



Signature of Principal

Date 8/30/2022

Please attach the School-Parent Compact to this document.

OIHS School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

Accessibility

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

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

Adoption

The School PArEntal Involvement Policy has been developed jointly with, and agreed upon with the parents of children participating in Title 1, Part A Programs. This policy was adopted by the Oakland International School Site Council on August 30, 2022 and will be in effect for the 2022-23 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Oakland International High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's signature)

August 30, 2022

(Date)



Strategic Resource Planning (SRP)

OAKLAND INTERNATIONAL HIGH SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	MADENH HASSAN
Vice Chairperson:	VIVIAN OSEGUERA
Secretary:	TOM FELIX

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
TOM FELIX	x					n/a
RAQUEL FRANKER		x				1
JOSEPH GAPUZ		x				1
KATIE 'SPRINKLE' RODGERS		x				2
MADENH HASSAN			x			1
FATHIYA SALEH				x		1
FATHEIA AL SHUGAA				x		1
ERNESTO DI GIUSEPPE				x		1
VIVAN OSEGUERA					x	1
MOHAMMED AL GABRI					x	1

SSC Meeting Schedule: (Day/Month/Time)	First Tuesday of the Month, 9am
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SSC Legal Requirements (EC Sections 65000-65001):

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

