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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Oakland International High School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Oakland International High School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Oakland International High School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Oakland International High School
CDS Code: 1612590115667
Principal: Tom Felix
Date of this revision: 4/22/2025

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/22/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- ☒ Title I Schoolwide Program ☒ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☒ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/22/2025

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Tom Felix
Principal

Thomas Felix
Signature

4/22/2025
Date

Madenh Ali Hassan
SSC Chairperson

Madenh Hassan
Signature

4/22/2025
Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes
Network Superintendent

VSifuentes
Signature

5/15/25
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/7/25
Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/20/2024	SSC (which includes SELLS)	Review 2024-25 expenditures, review of data, and discussion of strengths and challenges as well as priorities for 2025-26.
1/6/2025	Entire Staff (Teachers & Others)	Review of key data points from SPSA, feedback gathered around what has contributed to the strengths (and should be maintained) as well as what else should be done to address challenges.
1/22/2025	s Ambassadors (Student Leadership)	Input from student leaders on priorities for 2025-26.
1/27/2025	Leadership Team	Feedback on potential schedule shifts and impact of budget reductions on work to address key priorities.
2/14/2025	Faculty Council	Engagement and collection of feedback regarding changes to master schedule, bell schedule, and course of study and related expenditures.
3/7/2025	SSC (which includes SELLS)	Engagement to collect feedback and approve CCSPP and Equity Multiplier funds for 2025-26 school year.

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$564,749.71
Total Federal Funds Provided to the School from the LEA for CSI	\$221,849.71
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,399,126.05

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$97,200
Title I, Part A Parent & Family Engagement (#3010)	\$2,700
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$243,000
SUBTOTAL OF FEDERAL FUNDING:	\$564,750

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,399,126.05

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$35,100
LCFF Equity Multiplier (#7399)	\$478,442
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$70,834
SUBTOTAL OF STATE & LOCAL FUNDING:	\$834,376

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Oakland International High School		School ID: 353
CDS Code: 1612590115667	SSC Approval Date:	Board Approval Date:
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.		
Purpose of this Plan		
This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):		
<ul style="list-style-type: none"> • Comprehensive Support & Improvement 		
The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
OIHS students and families would benefit from a greater amount of translation services in the predominant indigenous language represented at the school---Mam.		

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
63.6%	2.6%	76.7%	0.0%	4.2%	2.2%	100.0%	91.4%	4.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
36.4%	0.6%	8.0%	0.0%	0.0%	0.3%	96.8%	68.4%	56.7%

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By June 2026, students will demonstrate increased literacy and math proficiency as measured by: 1) 65% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified Need:	- Students (all ELLs) not showing adequate literacy growth as measured by state, district, and site assessments - Rate of students enrolling in 2- or 4- year post-secondary education decreased during pandemic and has not rebounded. - Upper grade math teachers report 11th and 12th graders continue to struggle with basic numeracy, also reflected by state and district assessments.

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-226.5	-230.3	not available until fall 2025	SBAC is not an appropriate measure for newcomers.
SBAC ELA Participation	All Students	70.2%	67.1%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	20.7%	40.5%	not available until fall 2025	40.0%

Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-240.0	-244.4	not available until fall 2025	SBAC 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.
SBAC Math Participation	All Students	66.3%	66.3%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	0.0%	not available until fall 2025	CAST is not an appropriate measure 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.
California Science Test (CAST) Participation	All Students	47.9%	75.0%	not available until fall 2025	95.0%

Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	64.6%	62.9%	not available until fall 2025	70.0%
On Track to Graduate: 9th Grade	All Students	43.5%	43.4%	not available until fall 2025	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	45.9%	65.9%	not available until fall 2025	The majority of newcomers at OIHS are not meeting "on track" criteris until the end of their 11th grade year. Our goal is that 100% of 11th grade students pass their post session class for credit recovery and/or increase their on track status.
A-G Completion	All Students	53.8%	50.6%	not available until fall 2025	80.0%
College/Career Readiness	All Students	29.2%	38.6%	not available until fall 2025	65.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By June of 2026, we will have increased our newcomer cohort graduation rate to at least 70% as measured by the drop out and grad rate dashboard
Identified Need:	<ul style="list-style-type: none">- Approximately 50% of students who enroll at OUSD are identified as Students with Limited or Interrupted Formal Education with many of them having limited literacy in their first language due to lack of access to schooling.- OIHS students are majority 18 and older and often face pressures to work and cover their own expenses, limiting their ability to sustain secondary education.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-283.0	NULL	not available until fall 2025	SBAC is not an appropriate measure for newcomers.
SBAC ELA Distance from Standard Met	English Learners	-226.5	-231.1	not available until fall 2025	SBAC is not an appropriate measure for newcomers.
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	79.1%	72.7%	not available until fall 2025	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-197.7	-229.0	not available until fall 2025	SBAC 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.

SBAC Math Distance from Standard Met	English Learners	-240.0	-246.9	not available until fall 2025	SBAC 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.
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	1.1%	0.4%	not available until fall 2025	Reclassification is not anticipated milestone for HS age newcomers in their first 3-4 year in US schools.
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	OIHS does not serve Long Term English learners by definition.

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

School Goal:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.9% to 40%.				
Identified Need:	<ul style="list-style-type: none"> - Students and families rely on OIHS for a large number of non-academic needs including food, legal support with immigration cases, access to health care and health insurance, and mental health supports. - Affinity groups are a necessary space for students to center their culture and language within a diverse school community, and sustaining them takes staff time. - By virtue of being recent immigrant students in the US, most students have experienced trauma and are in economically and legally tenous situations due to US government policies. 				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.1%	63.0%	not available until fall 2025	75.0%

Out-of-School Suspensions	All Students	1.5%	2.5%	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	0.0%	5.6%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	11.1%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	74.4%	48.9%	not available until fall 2025	65.0%
Chronic Absenteeism	African American Students	50.0%	33.3%	not available until fall 2025	25.0%

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

School Goal:	By May 2026, 85% of teachers will express commitment to return for 2026-27 school year as well as satisfaction with professional development offerings as measured by reflective feedback.				
Identified Need:	<ul style="list-style-type: none"> - The teaching context at OIHS is unique and many successful educators from other contexts struggle at OIHS -- making hiring particularly difficult. - Stability of teaching staff is critical to academic gains for students and instructional coherence for the school, particularly due to the high amount of teacher created curriculum. - Sustaining a multilingual staff that is reflective of student identities is critical to supporting the connectedness prioritized around LCAP Goal 3. 				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	78.4%	79.7%	not available until fall 2025	85%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by: 1) 65% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i>	<i>English Language Learners are showing strong growth in literacy as measured by i-Ready, exceeding the goals articulated by the creators of the iReady platform for students who are far below grade level. Four levels of reading support and an additional support class in 12th grade are in existence and the curriculum for Reading C has been articulated for the first time. Math department rearticulation of curriculum framework has continued and there is greater alignment and clarity than previously around how content is covered and more spiraling due to the Integrated Math approach.</i>
LCAP Goal 2:	<i>By June of 2026, we will have increased our newcomer cohort graduation rate to at least 70% as measured by the drop out and grad rate dashboard</i>	<i>53% of students with matched Fall to Winter scores on i-Ready made more than the expected ANNUAL growth in the first semester of the 2024-25 school year. Moving emergent bilingual ELLs rapidly toward stronger English literacy is a big success. Students are able to be placed in a reading class according to their needs, and each reading class is staffed with both a teacher and a second adult who has been trained on delivering phonics instruction in small groups, allowing for station rotation models within already reduced class sizes.</i>
LCAP Goal 3:	<i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.9% to 40%.</i>	<i>Students engagement spaces (Wellness Ambassadors, affinity groups, after school program) show ongoing engagement and new vitality this year. Expanded mental health supports in the Wellness Center have been positive, although inadequate to meet the demand for services that exists. New family resource fairs from Safe Passages have provided a new avenue for families to get access to resources in the community, benefits eligibility, etc.</i>
LCAP Goal 4:	<i>By May 2026, 85% of teachers will express commitment to return for 2026-27 school year as well as satisfaction with professional development offerings as measured by reflective feedback.</i>	<i>As of January 2025, 88% of teachers have expressed a commitment to returning for 2025-26, exceeding this goal. PD reflection feedback is consistently positive and reflects value for the space and learning that is taking place.</i>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>1) 65% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>While the overall trend in iReady shows growth and we are exceeding our goal, a large number of students show a great deal of volatility in their scores which raises questions about the assessment as well as testing conditions. The publishers of the test also are not sure exactly what makes sense to expect from recent immigration students on the test, as their growth targets for HS students far below grade level are not drawn from this particular population of ELLs.</i></p> <p><i>There is an ongoing need to build alignment between the scope and sequence of math courses at OIHS and the district math assessments. Title I funds will provide essential support to enhance student success and academic development through targeted initiatives. Counselors will be funded to offer critical guidance and support, helping students navigate academic, social, and emotional challenges. Additionally, extended contracts for teachers will be provided to support curriculum development, ensuring the creation of rigorous, engaging, and standards-aligned instructional materials. These efforts aim to strengthen teaching practices, improve student learning outcomes, and foster a more supportive and effective educational environment.</i></p>
LCAP Goal 2:	<p><i>By June of 2026, we will have increased our newcomer cohort graduation rate to at least 70% as measured by the drop out and grad rate dashboard</i></p>	<p><i>As mentioned with LCAP Goal #1, the targets for growth in literacy as measured by i-Ready are not entirely grounded in newcomer ELLs and may need to be revisited.</i></p> <p><i>Maintaining stable support staff in reading classes and ensuring their training the in the phonics curriculum (UFLI) is an ongoing stream of work that takes more time than anticipated.</i></p>

LCAP Goal 3:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.9% to 40%.	<p><i>Limitations in bilingual mental health clinicians continue to impact our ability to serve students. The county funded mental health positions at the school which operate via the agency La Familia have been vacant for over a year with no indication of pending hiring.</i></p> <p><i>Current immigration anxieties are placing additional logistical and emotional demands on students and families. Title I-Parent funds will be used to support family engagement and empowerment through the hiring of a consultant to conduct parent workshops. These workshops will provide families with valuable resources, tools, and strategies to support their children's academic success and overall well-being. By offering guidance on topics such as navigating the school system, understanding college and career readiness, and fostering positive learning environments at home, these workshops aim to strengthen the partnership between families and the school. This initiative will help create a more informed and engaged parent community, ultimately contributing to improved student outcomes and a stronger school-family connection.</i></p>
LCAP Goal 4:	By May 2026, 85% of teachers will express commitment to return for 2026-27 school year as well as satisfaction with professional development offerings as measured by reflective feedback.	Sabbatical of instructional coach in 2025-26 will require a one-year plan for professional learning and teacher coaching that is different from past years. Determining the best structure for departmental meetings has been an ongoing challenge and needs to be tweaked for 2025-26.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Oakland International High School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

Current SPSA strategies have been implemented largely according to plan, with all positions staffed as anticipated and most non-labor expenditures proceeding as planned for 2024-25.

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

Teacher feedback from professional development is consistently positive and indicates appreciation for the space, alignment of the instructional strategies with needs in the classroom. Student shadowing data showed a bump in collaborative learning during the start of the 2024-25 school year as that was a focus of professional learning.

Parent engagement workshops supported by Title I Parent funds have been well attended and supported families to access community resources and government benefits.

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.

The SSC had approved a small allocation for teacher extended contracts to support affinity groups. Another resource was made available for these activities, so the SSC plans to reallocate this amount within 2024-25 to address other priorities. This does not affect the goals, outcomes, or strategies/actions -- simply the funding source.

Feedback has also been given that Goals #1 and #2 are somewhat redundant and may work to modify Goal #2 for 2025-26 to better differentiate and address other priorities.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Instructional Coach (0.70 FTE 11 Month TSA)	Staff Satisfaction with Professional Development	Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	Teacher feedback on PD is consistently positive, and recent student shadowing data shows growth in student talk aligned with instructional focus of PD held by TSA.	Maintain this expenditure for the remainder of the year. For next year divide similar duties among a set of teachers due to approved sabbatical of TSA.
Teacher Salaries Stipends \$3247.29	Student Connectedness to School	Maintain affinity groups as space for student connection and basis for staff professional development via Community Walks.	The SSC feels that affinity groups and Community Walks are key strategies to build connection and community, but noted that these activities had been supported with other funds.	These activities took place and should continue.
Consultants \$1,730	Student Connectedness to School	Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	The new partnership with Safe Passages has led to a number of successful engagements with families, including fairs to access government benefits and other community resources. These fairs have been well attended and an improvement over previous years.	Sustain this partnership with Safe Passages to provide ongoing family engagement support.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Oakland International High School	SCHOOL ID:	353
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3: SCHOOL STRATEGIES & ACTIVITIES

2025-26 High School SPSA Guidance

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

School Goal:	By June 2026, students will demonstrate increased literacy and math proficiency as measured by: 1) 65% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified Need:	<ul style="list-style-type: none"> - Students (all ELLs) not showing adequate literacy growth as measured by state, district, and site assessments - Rate of students enrolling in 2- or 4- year post-secondary education decreased during pandemic and has not rebounded. - Upper grade math teachers report 11th and 12th graders continue to struggle with basic numeracy, also reflected by state and district assessments.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Student placement in leveled reading class to provide targeted phonics instruction coupled with text-based instruction.	All Students	Academic	Tier 1 - Universal
1-2	Provision of paraeducator support in all leveled literacy classes to provide small group phonics instruction and release teachers to provide small group text-based instruction.	All Students	Academic	Tier 1 - Universal
1-3	Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	All Students	Academic	Tier 1 - Universal
1-4	Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	All Students	Academic	Tier 2 - Targetted
1-5	Establishment SIFE support center sections to supplement base reading and math courses.	All Students	Academic	Tier 3 - Intensified
1-5	Creation of 12th grade intensive literacy support for senior students who continue to demonstrate major foundational literacy needs.	All Students	Academic	Tier 3 - Intensified

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By June of 2026, we will have increased our newcomer cohort graduation rate to at least 70% as measured by the drop out and grad rate dashboard
Identified Need:	<ul style="list-style-type: none"> - Approximately 50% of students who enroll at OUSD are identified as Students with Limited or Interrupted Formal Education with many of them having limited literacy in their first language due to lack of access to schooling. - OIHS students are majority 18 and older and often face pressures to work and cover their own expenses, limiting their ability to sustain secondary education.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Offer post session programming to provide for annual credit recovery responsive to reality of students enrolling year round with diverse credit accumulation situations.	All Students	Academic	Tier 1 - Universal
2-2	Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	All Students	Academic	Tier 1 - Universal
2-3	Ongoing professional development and coaching to support the integration of content and language and scaffolding for access to rigorous curriculum.	All Students	Academic	Tier 1 - Universal
2-4	Provide intensive school counseling support to address integration of foreign transcripts, students with non-traditional credit accumulation trajectories, world language validation, credit recovery programming, dual enrollment coordination and academic case management.	All Students	Academic	Tier 2 - Targetted
2-5	Provide indivudal and group mental health services to address behavioral health needs impacting student engagement in academic program.	All Students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.9% to 40%.			
Identified Need:	<ul style="list-style-type: none"> - Students and families rely on OIHS for a large number of non-academic needs including food, legal support with immigration cases, access to health care and health insurance, and mental health supports. - Affinity groups are a necessary space for students to center their culture and language within a diverse school community, and sustaining them takes staff time. - By virtue of being recent immigrant students in the US, most students have experienced trauma and are in economically and legally tenous situations due to US government policies. 			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Maintain affinity groups as space for student connection and basis for staff professional development via Community Walks. Sustain student leadership spaces to provide students meaningful ways to contribute to shaping school community.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Provide incentives for positive attendance and recognition of improvements as well as for celebrations.	All Students	SEL / Mental Health	Tier 2 - Targetted
3-4	Provide indivudal and group mental health services to address behavioral health needs impacting student engagement in academic program.	All Students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal:	By May 2026, 85% of teachers will express commitment to return for 2026-27 school year as well as satisfaction with professional development offerings as measured by reflective feedback.			
Identified Need:	<ul style="list-style-type: none"> - The teaching context at OIHS is unique and many successful educators from other contexts struggle at OIHS -- making hiring particularly difficult. - Stability of teaching staff is critical to academic gains for students and instructional coherence for the school, particularly due to the high amount of teacher created curriculum. - Sustaining a multilingual staff that is reflective of student identities is critical to supporting the connectedness prioritized around LCAP Goal 3. 			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Sustain coaching structure (through FTE for 1-2 veteran teachers) to support new teachers and teachers new to OIHS in meeting the unique demands of this alternative context.	All Students	Academic	Tier 1 - Universal
4-2	Maintenance of focused teaching lines for nearly all core teachers to allow focus on one main course and provide additional planning time for new electives/other courses as a transition to 8 period day.	All Students	Academic	Tier 1 - Universal
4-3	Continued recruitment of bilingual staff for positions that allow such requirements, and establishment of bilingual positions where possible to promote student and family access to school services and encourage staff reflective of student backgrounds.	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Sustain targeted programming focused on Habesha students, through community walks as professional development for staff, and affinity group space for student connectedness.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Teacher identification of focal Black students for shadowing, data analysis, and empathy interviews.	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	All teachers will plan an annual portfolio project that is aligned to school wide rubrics and curricular expectations. These projects will allow students to demonstrate mastery appropriate to their level of English proficiency.	English Learner Students	Academic	Tier 1 - Universal
6-2	Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	English Learner Students	Academic	Tier 1 - Universal

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Contract with expanded learning provide to provide after school programming throughout academic year, accessible to all students in the form of a variety of enrichment and academic supports.	\$221,850	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-1
Additional teacher FTE to provide for strategic literacy support to enable 12th grade student access to academic program as well as college and career programming.	\$34,640	ACHE Carryover	1105	Certificated Teachers' Salaries	3796	Teacher, Structured English Immersion	0.3			Creation of 12th grade intensive literacy support for senior students who continue to demonstrate major foundational literacy needs.	353-2
Paraprofessional staffing to support small group instruction to advance student literacy development.	\$36,061	ACHE Carryover	2205	Classified Support Salaries	4494	Assistant, Newcomer Learning Lab	0.6			Provision of paraeducator support in all leveled literacy classes to provide small group phonics instruction and release teachers to provide small group text-based instruction.	353-3
Transition specialist works within counseling team to support college readiness, application process, financial aid propsecting, scholarships and post-graduation supports for students.	\$12,216	ACHE Carryover	2205	Classified Support Salaries	8290	Specialist, Career Pathway Transitions	0.1			Provide intensive school counseling support to address integration of foreign transcripts, students with non-traditional credit accumulation trajectories, world language validation, credit recovery programming, dual enrollment coordination and academic case management.	353-4
Contract with community partner to provide for AmeriCorps volunteers to support small group literacy instruction for students in grades 9-11.	\$13,239	ACHE Carryover	5825	Consultants	n/a	n/a	n/a			Provision of paraeducator support in all leveled literacy classes to provide small group phonics instruction and release teachers to provide small group text-based instruction.	353-5
Media focused newcomer assistant supports arts instruction in pathway classes and media integration in other content areas.	\$48,081	Arts & Music in Schools (Proposition 28)	2205	Classified Support Salaries	10348	Assistant, Newcomer Learning Lab	0.8			Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-6
Supplemental art supplies to provide enriched arts instruction for students in new 9th grade media courses.	\$3,860	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-7

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Media focused newcomer assistant supports arts instruction in pathway classes and media integration in other content areas.	\$12,020	Arts & Music in Schools (Proposition 28) Carryover	2205	Classified Support Salaries	10348	Assistant, Newcomer Learning Lab	0.2			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-8
Supplemental art supplies to provide enriched arts instruction for students in new 9th grade media courses.	\$6,873	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-9
Additional teacher FTE to provide for CTE media course for all 12th graders and CTE elective for 11th and 12th to provide career preparation.	\$76,992	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	2358	Teacher, Structured English Immersion	0.8			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-10
Teacher FTE to provide for additional level of literacy instruction to support student readiness for college and career preparation curriculum.	\$93,018	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	3038	Teacher, Structured English Immersion	1.0			Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-11
Additional teacher FTE to provide for dual enrollment support to enable expanded student access to college courses within the school day with adequate support to obtain credit.	\$91,833	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	3232	Teacher, Structured English Immersion	0.9			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-12
Additional teacher FTE to enable college level mathematics access for 12th grade students to prepare them for post-secondary experiences and satisfy prerequisites.	\$99,256	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	3449	Teacher, Structured English Immersion	1.0			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-13
Teacher FTE to provide for comprehensive Work Based Learning programming including internship support and universal post-secondary preparation courses in 12th grade.	\$94,067	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	7850	Teacher, Structured English Immersion	1.0			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-14
Additional teacher FTE to provide for intensive math support for students with interrupted formal education (SIFE) to advance access to grade level curriculum.	\$31,123	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	9618	Teacher, Structured English Immersion	0.3			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-15
Supplies to support dual enrollment courses and work based learning activities for 11th and 12th grade students to provide equitable access.	\$15,710	Association for Continuing Higher Education	4310	School Office Supplies	n/a	n/a	n/a			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-16

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher extended contracts to participate in professional learning and develop curriculum to address the needs of emergent bilingual students in a high school context, supporting Academic Innovation and Acceleration.	\$13,503	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Ongoing professional development and coaching to support the integration of content and language and scaffolding for access to rigorous curriculum.	353-17
Additional counselor staffing to provide for more personalized student support and academic and SEL case management due to high need for foreign transcript evaluation, referral to alternative programs, utilization of alternative graduation tracks, and high risk of drop outs for older students.	\$41,197	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	New Position 03	Counselor	0.3			Provide intensive school counseling support to address integration of foreign transcripts, students with non-traditional credit accumulation trajectories, world language validation, credit recovery programming, dual enrollment coordination and academic case management.	353-18
Community Relations Assistant to support Student Engagement, Family Engagement, and Collaborative Leadership Activities through leading student leadership spaces, coordinating affinity groups, facilitating intake of new students and families, and supporting community partner in student enrichment and family engagement.	\$69,545	California Community Schools Partnership Program	2205	Classified Support Salaries	10229	Community Relations Assistant II, Bilingual	1.0			Sustain targeted programming focused on Habesha students, through community walks as professional development for staff, and affinity group space for student connectedness.	353-19
Community School Manager position serving as a member of the school administrative team while leading Wellness Center activities, ensuring that community school approaches are evident throughout our instructional program, in our response to behavioral health concerns, and reflected in campus culture.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 08	11-Month Community School Manager	0.25			Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-20
Specialist position to support campus wide culture work, attendance interventions, intensive case management for students at high risk of dropping out, and collaboration with Wellness Center team to support focal students and school culture work.	\$28,630	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 01	Specialist, Unaccompanied Immigrant Child Program	0.2			Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-21
Specialist position to support campus wide culture work, attendance interventions, intensive case management for students at high risk of dropping out, and collaboration with Wellness Center team to support focal students and school culture work.	\$28,630	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 02	Specialist, Unaccompanied Immigrant Child Program	0.2			Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-22

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Release period for Pathway Director to coordinated linked learning and CTE pathway programming and alignment across grades 9-12 serving all students.	\$21,490	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	4774	Teacher, Structured English Immersion	0.2			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-23
Classroom supplies to support pathway instruction with industry standard equipment in pathway classes for all students grades 9-12.	\$11,010	California Partnership Academies (CPA)	4304	Classroom Supplies	n/a	n/a	n/a			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-24
Industry standard equipment in pathway classes for all students grades 9-12.	\$10,000	California Partnership Academies (CPA)	4410	Equipment < \$5,000	n/a	n/a	n/a			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-25
Rental of Grand Lake Theater for annual Film Festival culminating display of student work.	\$3,500	California Partnership Academies (CPA)	5624	Rentals: Facility	n/a	n/a	n/a			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-26
Bus passes to provide for student access to field trips and pathway-aligned activities.	\$5,000	California Partnership Academies (CPA)	5820	Bus Passes	n/a	n/a	n/a			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-27
Contract with community partner to provide for AmeriCorps volunteers to support small group literacy instruction for students in grades 9-11.	\$30,000	California Partnership Academies (CPA)	5825	Consultants	n/a	n/a	n/a			Provision of paraeducator support in all leveled literacy classes to provide small group phonics instruction and release teachers to provide small group text-based instruction.	353-28
Release period for teacher to provide dual enrollment support for 11th and 12th grade students enrolled in Peralta courses.	\$24,204	College & Career Access Pathways Grant	1105	Certificated Teachers' Salaries	2530	Teacher, Structured English Immersion	0.2			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-29
Extended contract compensation for school counselors to provide additional time to support Dual Enrollment recruitment, registration, and case management.	\$1,139	College & Career Access Pathways Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-30
Teacher to provide for supplemental literacy instruction for students far below grade level.	\$124,454	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New Position 05	Teacher, Structured English Immersion	1.0			Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-31

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Teacher to provide supplemental math instruction for students far below grade level.	\$99,563	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New Position 07	Teacher, Structured English Immersion	0.8			Establishment SIFE support center sections to supplement base reading and math courses.	353-32
Extended contracts to provide additional teacher prep time to develop content to support SLIFE student acceleration.	\$14,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Ongoing professional development and coaching to support the integration of content and language and scaffolding for access to rigorous curriculum.	353-33
Software licences to provide access to individualized learning platforms for all students.	\$4,983	Comprehensive Support & Improvement (CSI) Grant	5846	Licensing Agreements	n/a	n/a	n/a			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-34
Contract with expanded learning provider to provide comprehensive expanded learning programming including academic supports and enrichment activities.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide incentives for positive attendance and recognition of improvements as well as for celebrations.	353-35
Teacher substitutes to provide release time for cross observation, collaborative curriculum development, and participation in professional learning activities.	\$4,738	Golden State Pathways Program	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Development and delivery of professional development for all teachers to cultivate aligned practices across the curriculum that complement literacy instruction and provide opportunities for literacy development in all classes.	353-36
Additional counselor staffing to provide for more differentiated school counseling support by grade span and extra capacity to support complexities related to immigrant students.	\$80,819	Golden State Pathways Program	1205	Certificated Pupil Support Salaries	10228	Counselor	0.7			Provide intensive school counseling support to address integration of foreign transcripts, students with non-traditional credit accumulation trajectories, world language validation, credit recovery programming, dual enrollment coordination and academic case management.	353-37
Extended contracts to provide additional teacher prep time to develop content to support SLIFE student acceleration.	\$7,321	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Ongoing professional development and coaching to support the integration of content and language and scaffolding for access to rigorous curriculum.	353-38

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Transition specialist works within counseling team to support college readiness, application process, financial aid propsecting, scholarships and post-graduation supports for students.	\$109,941	LCFF Equity Multiplier	2205	Classified Support Salaries	8290	Specialist, Career Pathway Transitions	0.9			Provide intensive school counseling support to address integration of foreign transcripts, students with non-traditional credit accumulation trajectories, world language validation, credit recovery programming, dual enrollment coordination and academic case management.	353-39
Specialist position to support campus wide culture work, attendance interventions, intensive case management for students at high risk of dropping out, and collaboration with Wellness Center team to support focal students and school culture work.	\$114,521	LCFF Equity Multiplier	2405	Clerical Salaries	New Position 01	Specialist, Unaccompanied Immigrant Child Program	0.8			Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-40
Specialist position to support campus wide culture work, attendance interventions, intensive case management for students at high risk of dropping out, and collaboration with Wellness Center team to support focal students and school culture work.	\$114,521	LCFF Equity Multiplier	2405	Clerical Salaries	New Position 02	Specialist, Unaccompanied Immigrant Child Program	0.8			Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-41
Extended contracts to provide additional teacher prep time to develop content to support SLIFE student acceleration.	\$13,778	LCFF Equity Multiplier Carryover	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Ongoing professional development and coaching to support the integration of content and language and scaffolding for access to rigorous curriculum.	353-42
Social worker to provide for mental health supports for students with identified mental health needs.	\$118,360	LCFF Equity Multiplier Carryover	1205	Certificated Pupil Support Salaries	9616	Social Worker Psychologist	0.75			Provide individual and group mental health services to address behavioral health needs impacting student engagement in academic program.	353-43
Contract with community partner to provide for AmeriCorps volunteers to support small group literacy instruction for students in grades 9-11.	\$35,100	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Provision of paraeducator support in all leveled literacy classes to provide small group phonics instruction and release teachers to provide small group text-based instruction.	353-44

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The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session.	\$6,010	Measure H Carryover	2205	Classified Support Salaries	4494	Assistant, Newcomer Learning Lab	0.1			Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-45
Buses to provide transportation for college and career related field trips for pathway students.	\$5,357	Measure H Carryover	5826	External Work Order Services	n/a	n/a	n/a			Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-46
The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session.	\$79,054	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	4369	Assistant, Newcomer Learning Lab	1.0			Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-47
The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session.	\$18,030	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	4494	Assistant, Newcomer Learning Lab	0.3			Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-48
The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session.	\$63,069	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	4885	Assistant, Newcomer Learning Lab	1.0			Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-49

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
The Newcomer Assistants will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9/10 classes, to provide tutoring in the after school program, to chaperone all college and career field trips, academic interventions, portfolio assessments, and post session.	\$54,442	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	4934	Assistant, Newcomer Learning Lab	0.8			Cultivate schoolwide practices that support literacy development for recent immigrant English language learners through professional development led by literacy TSA and aligned with instructional practices in reading classes.	353-50
Buses to provide transportation for college and career related field trips for pathway students.	\$2,522	Measure H: College & Career Readiness for All	5826	External Work Order Services	n/a	n/a	n/a			Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-51
Case Manager to provide targeted supports for students with identified needs outside of the classroom that are impeding access to schooling.	\$53,833	Oakland Fund for Children & Youth	2405	Clerical Salaries	9892	Case Manager	0.5			Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-52
Contract with Soccer Without Borders to provide athletic programming, case management, and mentorship for focal students.	\$21,167	Oakland Fund for Children & Youth	5825	Consultants	n/a	n/a	n/a			Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-53
Learning Lab Director provides ongoing grant prospecting, funder management as well as coordination of requests for technical assistance, supports for strategic planning, and coordiantion of legal partnerships.	\$199,628	Oakland Public Education Fund	2305	Classified Supervisors' and Administrators' Salaries	9942	Director, Continuous Education Learning Lab	0.75			Provide extensive case management and counseling support in wellness center to address array of non-academic needs such as food, access to government services, access to health care, legal clinics.	353-54
Unallocated funds to be allocated during FY 2025-26 for teacher extended contracts to provide for curriculum development once actual salary costs are calculated.	\$372	Oakland Public Education Fund	4399	Unallocated	n/a	n/a	n/a			Ongoing professional development and coaching to support the integration of content and language and scaffolding for access to rigorous curriculum.	353-55
Teacher FTE to provide for 12th grade intensive literacy support class for subset of 12th graders with remaining extensive literacy support needs.	\$24,891	Stuart Foundation Grant	1105	Certificated Teachers' Salaries	New Position 07	Teacher, Structured English Immersion	0.2			Creation of 12th grade intensive literacy support for senior students who continue to demonstrate major foundational literacy needs.	353-56

[illegible]

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
- Mailing 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.
- Distribute 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 **8/30/24** and will be in effect for the period **August 12, 2024** through **June 30, 2024**.

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 8/30/2024

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, 2024 and will be in effect for the 2024-25 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.

Tom Felix

(Principal's signature)

August 30, 2024
(Date)



Oakland International

School Site Council Membership Roster

2024-25

SSC - Officers

Chairperson:	Madenh Ali Hassan
Vice Chairperson:	Lucia
Secretary:	Tom Felix

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Jennifer Kelly-Dewitt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Jessica Orrelana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Lucia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Madenh Ali Hassan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Mallory Moser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Mohamed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Paul Hadweh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Segen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Thania Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Tom Felix	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

Fourth Fridays at 9:30am

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.

