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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Oakland International High School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Oakland International High School

2026-27 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: 4/15/2026

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 <hr/> <i>Principal</i>	<i>Thomas H Felix</i> <hr/> Signature	<hr/> 4/15/2026 <hr/> Date
Madenh Ali Hassan <hr/> <i>SSC Chairperson</i>	<i>Madenh Ali Hassan</i> <hr/> Signature	<hr/> 4/16/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Vanessa Sifuentes <hr/> <i>Network Superintendent</i>	<i>Vanessa Sifuentes</i> <hr/> Signature	<hr/> 04/24/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 4/17/26 <hr/> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2025	ILT, SSC	Reviewed data and identified school needs, Reflected on progress and challenges, Reflected on instructional practices and supports, Collected input for next year's SPSA draft
1/26/2026	ILT	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a
2/2/2026	SSC	Discussed proposed expenditures and priorities, Reflected on instructional practices and supports
2/3/2026	Admin Team	Reviewed data and identified school needs, Collected input for next year's SPSA draft
2/4/2026	Faculty	Reflected on progress and challenges, Collected input for next year's SPSA draft
2/6/2026		Reviewed SPSA goals and strategies, Reflected on instructional practices and supports, Discussed propose
2/9/2026	SSC	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$434,960.00
Total Federal Funds Provided to the School from the LEA for CSI	\$298,320.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,250,856.91

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 Resource 3010	\$134,200
Title I Parent & Family Engagement Resource 3010	\$2,440
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$298,320
SUBTOTAL OF FEDERAL FUNDING:	\$434,960

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,250,856.91

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$23,700
LCFF Equity Multiplier Resource 7399	\$454,815
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$168,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$68,632
SUBTOTAL OF STATE & LOCAL FUNDING:	\$815,897

2026-27 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):

- 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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.7%	4.8%	79.6%	0.7%	7.8%	1.9%	100.0%	96.7%	1.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.3%	0.4%	3.7%	0.0%	0.0%	0.4%	99.3%	87.4%	73.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2027, 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 School 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 <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-226.5	-230.3	-228.3	SBAC is not an appropriate measure for newcomers.	SBAC is not an appropriate measure for newcomers.
SBAC ELA Participation	All Students	70.2%	67.1%	86.8%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	20.7%	40.5%	45.7%	52.8%	52.8%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
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SBAC Math Distance from Standard Met	All Students	-240.0	-244.4	-282.5	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 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%	85.9%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	0.0%	0.0%	11.7%	12.0%
California Science Test (CAST) Participation	All Students	47.9%	75.0%	73.1%	95.0%	95.0%
Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	64.6%	62.9%	47.8%	70.0%	70.0%

On Track to Graduate: 9th Grade	All Students	43.5%	43.4%	28.6%	The majority of newcomers at OIHS are not meeting "on track" criteria 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.	The majority of newcomers at OIHS are not meeting "on track" criteria 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.
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On Track to Graduate: 11th Grade	All Students	45.9%	65.9%	31.5%	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.	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%	33.6%	80.0%	60.0%
College/Career Readiness	All Students	29.2%	38.6%	35.3%	65.0%	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 School Need:	- 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	2026-27 New Target
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SBAC ELA Distance from Standard Met	Special Education Students	-283.0	NULL	-247.6	SBAC is not an appropriate measure for newcomers.	SBAC is not an appropriate measure for newcomers.
SBAC ELA Distance from Standard Met	English Learners	-226.5	-231.1	-228.3	SBAC is not an appropriate measure for newcomers.	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%	79.4%	70.4%	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-197.7	-229.0	-295.6	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 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	-281.8	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 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.
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Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	1.1%	0.4%	0.4%	Reclassification is not anticipated milestone for HS age newcomers in their first 3-4 year in US schools.	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%	0.0%	OIHS does not serve Long Term English learners by definition.	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 2026-27 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 School 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	2026-27 New Target
Student Connectedness to School	All Students	68.1%	63.0%	58.7%	75.0%	70.0%
Out-of-School Suspensions	All Students	1.5%	2.5%	0.6%	1.0%	1.0%
Out-of-School Suspensions	African American Students	0.0%	5.6%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	11.1%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	74.4%	48.9%	58.6%	65.0%	55.0%
Chronic Absenteeism	African American Students	50.0%	33.3%	25.0%	25.0%	20.0%

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

School Goal:	By May 2027, 85% of teachers will express commitment to return for 2027-28 school year as well as satisfaction with professional development offerings as measured by reflective feedback.
Identified School 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 instrucional 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 conectedness priortized around LCAP Goal 3.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	78.4%	79.7%	76.7%	85.0%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By June 2027, 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	<ul style="list-style-type: none"> - Structures in place to support literacy development: Leveled reading classes, pull outs, 12th grade intervention class, SIFE center for 9/10 students, second adult support, intake assessment, small class sizes. - Reading department capacity to support schoolwide learning around literacy best practices across the curriculum.
<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	<ul style="list-style-type: none"> - Additional counselor staffing essential to supporting students to reach graduation, integrate foreign coursework, plan credit recovery, and support referrals when necessary. - Schedule flexibility for 12h graders and students who have work commitments. - Senior seminar is a valuable space for students to make postsecondary plans and receive support
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.9% to 40%.	<ul style="list-style-type: none"> - Increased schedule flexibility in 12th grade provides some relief for students in that grade balancing work and school. - New efforts to meet students at the door, contact families, and address tardiness more directly than in the past.
<i>LCAP Goal 4:</i>	By May 2027, 85% of teachers will express commitment to return for 2027-28 school year as well as satisfaction with professional development offerings as measured by reflective feedback.	<ul style="list-style-type: none"> - Paid summer planning work honors the work required for teachers to develop curriculum for all classes. - Additional prep period during 2025-26 supported planning related to eight period day transition. - Teacher leadership of professional learning (whole staff workshops and department spaces)
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By June 2027, 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	<ul style="list-style-type: none"> - Supporting ongoing literacy growth for students who do not have SIFE profile and enter with more time in school and developed literacy, consider separate context for most newly arrived students with limited literacy. - Lack of a math diagnostic assessment (like iReady math) to assess student growth in numeracy. - Research suggests many students need a daily literacy support block, which is not addressed by our block schedule. - More opportunities for oral language development, presentation skills - Development of a more coherent MTSS plan to systematize academic supports

<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	<ul style="list-style-type: none"> - Starting to support students with goal setting and life planning before 12th grade to make stronger connections between attendance and post-secondary goals. - Many students in grades 9-11 are not fully aware of what their counselors do and how they can support them - After school program could better support students to work toward graduation, as the 12th grade tutoring space has helped this year, and structuring some flexible tutoring support into the school day could support working students. Oakland International will allocate 26/27 Title I funding to support specialized academic and socio-emotional services for its newcomer population. This includes 0.85 FTE for a Counselor to coordinate mental health services and provide direct, intensive support and wrap-around services. Additionally, the budget includes teacher stipends for after-school tutoring and supplemental academic intervention. While up to these amounts have been approved, the actual amount of FTE may differ. Any remaining 26/27 Title I Student funds will be used for additional teacher stipends for after school tutoring and academic support.
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.9% to 40%.	<ul style="list-style-type: none"> - Increase feedback loop between attendance team and teachers, provide teachers more engagement in attendance responses, including home visits - Need for more incentives for individual students and schoolwide campaigns (i.e. attendance challenges) to continue emphasizing positive attendance. - Deeper work to help students surface their goals and see connection between attendance and achieving those goals. 26/27 Title I Parent Education funding will support LCAP Goal 3 at Oakland International by fostering deep school-community partnerships with newcomer families. These funds are allocated for Translation and Interpretation services, as well as stipends for Parent Liaisons to facilitate home visits and community workshops. Any remaining 26/27 Title I Parent ED funds will be used toward further supporting these family engagement initiatives and providing meeting refreshments.
<i>LCAP Goal 4:</i>	By May 2027, 85% of teachers will express commitment to return for 2027-28 school year as well as satisfaction with professional development offerings as measured by reflective feedback.	<ul style="list-style-type: none"> - Increased availability of coaching and flexible, opt-in support spaces to support professional development for teachers to further develop their practice. - Stronger coherence between PD, portfolio, coaching, and other instructional work that is held by a variety of different people. - Range of differentiation required of teachers to meet needs of students with no literacy in any language and those with extensive prior education is stretching the limits of planning and might require new structures to address.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Oakland International High School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

The SSC reviewed all LCAP priorities and focal student groups and noted general alignment with current school activities and stated plans in the SPSA. If anything, it was noted that a number of other things are taking place aligned with SPSA goals that are not reflected on the SPSA. Due to creating a new position there was a cost variance between the expected and actual cost of the counselor, but this has not led to any interruption in the services provided by this role as approved by the SSC.

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

The SSC was encouraged to see the strong literacy growth highlighted by OUSD for OIHS, while also seriously concerned about the drop in the cohort graduation rate. Tom shared that the cohort graduation rate seems to be driven by drop outs in 9th grade (now 5 school years ago) and therefore harder to draw a connection between recent activities at the school and this decline. The SSC reviewed additional CHKS data in which OIHS positively stood out for its campus culture and affirmed the investments and priority given to a supportive school culture as effective.

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.

No changes were proposed or accepted during the mid-year review. It was noted that particularly in the area of attendance more things are taking place, but those were not added to the current SPSA.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why?</p> <p align="center"><i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i></p> <p align="center">INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Contract with Safe Passages</p>	<p align="center">Chronic Absenteeism</p>	<p>Contract provides family engagement support, connecting families with community resources and access to services, thus reducing barriers to attendance.</p>	<p>The SSC noted that a family resource fair is scheduled for tomorrow, December 9, concurrent with Food Bank and sees the importance of connecting families with resources in the community to access health care and other services. The previous fair was well attended and there are regularly lines of families waiting for food bank.</p>	<p>The SSC affirmed the value of this investment and voted to continue it into 2026-27 during the December 8, 2025 meeting.</p>

Extended Contracts for Teacher PD	Staff Satisfaction with Professional Development	Provide teacher access to extended professional learning related to early literacy development for secondary newcomers.	The SSC sees the value in teacher extended contracts to support teacher professional development related to improving student literacy. To date other resources have been used to pay teachers as the balance of Title I has been unclear until recently due to staff costs. OIHS has seen strong growth in iReady, suggesting a continued emphasis on supporting literacy development.	The SSC noted other resources available and included this expenditure from Title I for 2026-27 for any funds not encumbered the the mental health coordination counselor role, with the understanding that the final amount would be determined by the actual salary cost of the counselor in 2026-27 as well as final Title I allocation.
Mental health coordination by counselor to provide direct services to students, triage mental health emergencies, support and coordinate mental health interns, manage mental health groups, provide for Tier 1 Psycho-Social education and provide for coordination with counseling team.	Student Connectedness to School	Mental health coordination by counselor to provide direct services to students, triage mental health emergencies, support and coordinate mental health interns, manage mental health groups, provide for Tier 1 Psycho-Social education and provide for coordination with counseling team.	The SSC discussed and affirmed the impact and importance of having a mental health lead role as it is taking shape this year, to triage mental health needs, coordinate interns, lead groups, provide psycho-social Tier 1 workshops. This role is seen as more important than ever given current stressors on immigrant communities exacerbating mental health challenges.	The SSC strongly supports continuing this investment and voted to do so in 2026-27 on December 8, 2025.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Oakland International High School	SCHOOL ID:	219
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal: By June 2027, 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.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 daily literacy support to sustain reading growth focusing on SLIFE students.	All Students	Academic	Tier 1 - Universal
1-5	Provision of additional literacy intervention courses to students in 11th and 12th grade with substantial literacy development needs.	All Students	Academic	Tier 2 - Targetted
1-5	Individual MTSS plans for students with significant academic needs for whom intensive intervention is needed.	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
2-6	Provide access to Dual Enrollment opportunities for all 11th and 12th graders as well as identified 9th and 10th graders to pursue college level courses and build post-secondary credits while in high school.	All Students	Academic	Tier 2 - Targetted

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

School Goal: By the end of the 2026-27 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:

- 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 2027, 85% of teachers will express commitment to return for 2027-28 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 to support teachers of all experience levels at OIHS in meeting the unique demands of this alternative context.	All Students	Academic	Tier 1 - Universal
4-2	Provide for compensated planning time to address curriculum development needs in an alternative context.	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

#	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	Facilitate cross-cultural engagements for students to build empathy across cultures and unpack and address anti-blackness.	African American	SEL / Mental Health	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		ELL Progress Data		
#	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

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Media focused newcomer assistant provides support to students in arts classrooms increasing access to arts learning for students from diverse linguistic backgrounds.	\$53,939	Arts & Music in Schools (Proposition 28)	2205	Classified Support Salaries	10348	Asst Newcomer Learning Lab	0.75			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.	353-1
Supplies for arts classrooms to support hands on student experience in developing media.	\$1,554	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-2
Media focused newcomer assistant provides support to students in arts classrooms increasing access to arts learning for students from diverse linguistic backgrounds.	\$10,788	Arts & Music in Schools (Proposition 28) Carryover	2205	Classified Support Salaries	10348	Asst Newcomer Learning Lab	0.15			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.	353-3
Supplies for arts classrooms to support hands on student experience in developing media.	\$2,351	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies			0.00			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-4
Additional English/ELD teacher to support intensive literacy development for emergent bilingual students.	\$82,510	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	3317	Teacher Structured Eng Immersn	0.70			Student placement in leveled reading class to provide targeted phonics instruction coupled with text-based instruction.	353-5
Additional teacher FTE to provide for differentiated 9/10 cohorts to allow targeted supports according to student literacy needs in order to accelerate English language acquisition.	\$84,993	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	3865	Teacher Structured Eng Immersn	0.75			Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-6
Additional teacher FTE to provide for differentiated 9/10 cohorts to allow targeted supports according to student literacy needs in order to accelerate English language acquisition.	\$96,640	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	4629	Teacher Structured Eng Immersn	1.00			Investment in additional teacher FTE to allow for more differentiated reading levels and smaller class sizes in reading.	353-7
Additional math teacher FTE to provide for additional math leveling and intervention support.	\$59,625	Association for Continuing Higher Education	1105	Certificated Teachers' Salaries	7850	Teacher Structured Eng Immersn	0.60			Establishment SIFE support center sections to supplement base reading and math courses.	353-8
MTSS TSA to support school wide intervention practices with a focus on intensive support for 11th and 12th graders with significant literacy development needs.	\$62,149	Association for Continuing Higher Education	1119	Certificated Teachers on Special Assignment Salaries	11100	TSA 11Mon 12Pay	0.40			Student placement in leveled reading class to provide targeted phonics instruction coupled with text-based instruction.	353-9

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Addition counselor to provide college and career awareness experiecnres for 12th grade students to support post -secondary career transitions.	\$35,631	Association for Continuing Higher Education	1205	Certificated Pupil Support Salaries	10228	Counselor	0.30			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.	353-10
Early Literacy Tutor to provide direct phonics and phonemic awareness instruction to identified Tier 3 students with significant literacy development needs.	\$14,385	Association for Continuing Higher Education	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.25			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.	353-11
Newcomer Assistant to support phonics and phonemic awareness instruction within leveled reading/ELD courses.	\$10,006	Association for Continuing Higher Education	2205	Classified Support Salaries	4885	Asst Newcomer Learning Lab	0.15			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.	353-12
Newcomer Assistant to support phonics and phonemic awareness instruction within leveled reading/ELD courses.	\$7,192	Association for Continuing Higher Education	2205	Classified Support Salaries	10348	Asst Newcomer Learning Lab	0.10			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.	353-13
Case Manager to triage supports for students to facilitate access to community resrouces including job training and preparedness.	\$44,750	Association for Continuing Higher Education	2405	Clerical Salaries	9409	Case Manager 20	0.30			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.	353-14
Office supplies to support career preparedness activities to support student access to career exploration, awareness, and transition activities.	\$4,120	Association for Continuing Higher Education	4310	School Office Supplies			0.00			Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-15
Extended contracts for teacher development of curricular resources responsive to the needs of Studets with Limited or Interrupted Formal Education (SLIFE).	\$1,065	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	353-16
Counselor to coordiante mental health programming and provide direct serivces to a caseload of students to enable their continued attendance and remove barriers to graduation.	\$23,473	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	11098	Counselor	0.15			Provide indivudal and group mental health services to address behavioral health needs impacting student engagement in academic program.	353-17

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Early Literacy Tutor to provide direct phonics and phonemic awareness instruction to identified Tier 3 students with significant literacy development needs.	\$31,647	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.55			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.	353-18
Community Schools Manager provides management of an array of employees and services offered through the OIHS wellness center to address barriers to school engagement that prevent students from participating in school and sustaining a path to graduation.	\$46,991	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	2350	Program Mgr Community School	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.	353-19
Specialist provides support for campus wide culture, supporting interventions around attendance, behavior and wellness needs that inhibit school attendance.	\$29,933	California Community Schools Partnership Program	2405	Clerical Salaries	11096	Spec Unaccompanied Immig Child	0.20			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 provides support for campus wide culture, supporting interventions around attendance, behavior and wellness needs that inhibit school attendance.	\$35,642	California Community Schools Partnership Program	2405	Clerical Salaries	11097	Spec Unaccompanied Immig Child	0.20			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
Pathway lead position to support professional learning for Media teachers and all OIHS teachers on integration of pathway content into all courses.	\$24,834	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	4774	Teacher Structured Eng Immersn	0.20			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.	353-22
Clerical support for pathway logistics, purchasing to support student access to programming related to career and technical education.	\$1,300	California Partnership Academies (CPA)	2220	Classified Support Salaries: Stipends			0.00			Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-23
Supplies for media pathway classrooms to provide students with industry standard equipment related to CTE focus.	\$14,700	California Partnership Academies (CPA)	4310	School Office Supplies			0.00			Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-24
Equipment for media pathway classrooms to provide students with industry standard equipment related to CTE focus.	\$4,166	California Partnership Academies (CPA)	4410	Equipment < \$5,000			0.00			Provide univeral A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-25

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Rental of theater for end of year exhibition of student film production work to support CTE instruction and student career-aligned experiences.	\$4,000	California Partnership Academies (CPA)	5624	Rentals: Facility			0.00			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-26
Contract to provide for mentors in media pathway classrooms to support student access to CTE curriculum and aligned practices in content area classrooms.	\$32,000	California Partnership Academies (CPA)	5825	Consultants			0.00			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-27
Teacher to serve as Dual Enrollment point person to support student access to college courses offered during the school day.	\$28,331	College & Career Access Pathways Grant	1105	Certificated Teachers' Salaries	3865	Teacher Structured Eng Immersn	0.25			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-28
Stipends for counselors to support extended work necessary to support student enrollment in community college courses.	\$1,997	College & Career Access Pathways Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-29
Mandated costs associated with resource providing students access to dual enrollment programming.	\$1,980	College & Career Access Pathways Grant	7310	Interprogram Support/costs			0.00			Provide universal A-G, pathway course sequence with sheltered supports addressing the needs of emergent bilingual recent immigrant students.	353-30
Additional FTE to provide for new literacy intervention in 11th grade to address needs of emergent bilingual students far below grade level.	\$35,361	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	3317	Teacher Structured Eng Immersn	0.30			Student placement in leveled reading class to provide targeted phonics instruction coupled with text-based instruction.	353-31
Extended contracts for teacher development of curricular resources responsive to the needs of Studets with Limited or Interrupted Formal Education (SLIFE).	\$659	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	353-32
Specialist provides support for campus wide culture, supporting interventions around attendance, behavior and wellness needs that inhibit school attendance.	\$119,731	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	11096	Spec Unaccompanied Immig Child	0.80			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.	353-33
Specialist provides support for campus wide culture, supporting interventions around attendance, behavior and wellness needs that inhibit school attendance.	\$142,569	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	11097	Spec Unaccompanied Immig Child	0.80			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.	353-34

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Contract with after school lead agency to provide comprehensive after school programming.	\$100,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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.	353-35
Extended contracts for teacher development of curricular resources responsive to the needs of Studets with Limited or Interrupted Formal Education (SLIFE).	\$2,418	Golden State Pathways Program	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	353-36
Additional counselor FTE to provide additional counseling personnel to provide a comprehensive career guidance and counseling program and further pupil support services for GSPP career, academic, and social and emotional needs.	\$83,139	Golden State Pathways Program	1205	Certificated Pupil Support Salaries	10228	Counselor	0.70			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
Additional English/ELD teacher to support intensive literacy development for emergent bilingual students.	\$81,934	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	3449	Teacher Structured Eng Immersn	0.80			Student placement in leveled reading class to provide targeted phonics instruction coupled with text-based instruction.	353-38
Additional math teacher FTE to provide for additional math leveling and intervention support.	\$39,750	LCFF Equity Multiplier	1105	Certificated Teachers' Salaries	7850	Teacher Structured Eng Immersn	0.40			Establishment SIFE support center sections to supplement base reading and math courses.	353-39
TSA position to provide for teahcer professional development, coaching program, and coherence between departmental work on language development and schoolwide work on portfolio competencies. These activities contribute to a coherent and intentional program of langauge development to supprot ermergent bilingual students to develop proficiency in English and access post-secondary opportunities.	\$171,187	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries		TSA 11Mon 12Pay	1.00			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.	353-40
Extended contracts for teacher development of curricular resources responsive to the needs of Studets with Limited or Interrupted Formal Education (SLIFE).	\$2,948	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	353-41

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
MTSS TSA to support school wide intervention practices with a focus on intensive support for 11th and 12th graders with significant literacy development needs.	\$54,380	LCFF Equity Multiplier Carryover	1119	Certificated Teachers on Special Assignment Salaries	11100	TSA 11Mon 12Pay	0.35			Student placement in leveled reading class to provide targeted phonics instruction coupled with text-based instruction.	353-42
Extended contracts for teacher development of curricular resources responsive to the needs of Studets with Limited or Interrupted Formal Education (SLIFE).	\$198	LCFF Equity Multiplier Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	353-43
Case Manager to triage supports for students to address chronic absenteeism.	\$104,416	LCFF Equity Multiplier Carryover	2405	Clerical Salaries	9409	Case Manager 20	0.70			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.	353-44
Full time attendance specialist to provide outreach to students and families around attendance, provide for attendance interventions to reduce chronic absenteeism.	\$44,158	LCFF Concentration	2205	Classified Support Salaries	2205	Attendance Specialist	0.50			Provide incentives for positive attendance and recognition of improvements as well as for celebrations.	353-45
AC Transit bus passes to support student acces to field trips for enrichment and college/career exploration.	\$3,700	LCFF Supplemental	5820	Bus Passes			0.00			Offer post session programming to provide for annual credit recovery responsive to reality of students enrolling year round with diverse credit accumulation situations.	353-46
Contractor to provide support for student applications to post-secondary institutions and financial aid to support access to post-secondary opportunities for emergent biligual students.	\$20,000	LCFF Supplemental	5825	Consultants			0.00			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.	353-47
Literacy TSA to provide for curriculum development and professional development related to ELD/reading program to support leveled literacy supports for emergent bilingual students to support access to core content areas and post-secondary education.	\$102,712	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries		TSA 11Mon 12Pay	0.60			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
Community Schools Manager provides management of an array of employees and servcices offered through the OIHS wellness center to address barriers to school engagement that prevent students from participating in school and sustaining a path to graduation.	\$154,524	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	3201	Program Mgr Community School	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.	353-49

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 8/28/2025

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 28, 2024 and will be in effect for the 2025-26 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.

A handwritten signature in black ink, appearing to be the name of the principal, written in a cursive style.

(Principal's signature)

August 28, 2025

(Date)



OAKLAND INTERNATIONAL HIGH SCHOOL
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Madenh Ali Hassan
Vice Chairperson:	Jesus
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					
PAUL HADWEH		x				2
GENEVEIVE LESLIE		x				1
KATY REESE		x				1
MADENH ALI HASSAN			x			1
NATALIE RAMOS				x		1
JESUS					x	1
AMMAR					x	1
FRANCISCO					x	1
MALAK					x	1

SSC Meeting Schedule: (Day/Month/Time)	Last Thursday of the month at 1:00pm in the conference room
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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.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
4 Parents/Community Members
1 Student (at least)