



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Oakland International High School

2016-17 Measure N Commission Presentation



Presented by [School]

Presented to Measure N Commission

Insert Date

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Grounded: Root-Cause Analysis

The academic and social-emotional needs of immigrants, refugees, UAC and SIFE students are profound.

- These students benefit from additional adults in the classroom to provide academic and social-emotional support
- However, before any academic interventions will work, basic needs (housing, food, physical health and legal) must first be met. On an ongoing basis, UAC students particularly need mental health and mentoring support services.
- Like all Oakland teens, immigrants benefit from strong pathways.

Implementation Successes

OIHS invested in 7 newcomer assistant positions that, when combined with student teachers, allowed for a second adult in every 9th and 10th grade newcomer classroom. This profoundly improved student academic support and also allowed for the teacher to address social emotional emergencies without abandoning the class.

- Effectiveness of this investment was measured in two all staff surveys.
- Learning and areas of improvement were also captured in the survey.



Implementation Successes

Created a Wellness Center that integrates the work of COST

(mental/medical health, home based tutoring, legal aid, food stamp referrals etc.)

with urgent situations (housing insecurity, crying teenagers)

and tier 1 interventions (I came to school hungry, I need a break)

- Average 71 students daily are served by the Wellness Center
- 100+ students connected to free legal aid
- 50 families connected to MediCal
- 1:1 or small group counseling for over 100 students in 9 languages
- 25 clinic appointments scheduled each week
- 50 students screened and fitted with free glasses
- 30 students matched with home based tutors
- All students and families served by the twice monthly food bank
- 15 students connected to emergency housing



Implementation Challenges

We had several approaches to strengthening our multimedia pathway, some of which were more effective than others.

Positive and on-going change

- Master schedule reconfigured to provide pathway teachers with common planning time

Positive but 1 time investment

- .2 fte was invested in planning time for the new academy director

No evidence of programmatic impact

- Uneven implementation and execution of multimedia projects
- .2 fte additional planning time was provided to the internship teacher



Learning from Implementation Year 1

**If you build it,
they will come.**

The Wellness Center was envisioned to support the unmet social-emotional and physical needs of students. **We did not anticipate the scale of the need and didn't adequately staff the center to address the high volume of drop in visits.** We must redesign the staffing to better meet the particular needs and flow of students.



Moving forward

Teachers require additional monitoring and support to ensure execution of multi-media projects

While all teachers submit course outlines which include at least one multi-media project, the curriculum coaches and principal must more closely support teachers to design these projects and monitor follow through to ensure students have multiple opportunities across the curriculum to practice their media-academy skills.



2017-18 Measure N Budget Allocations

Expense	Description	Rationale
\$311,429.82	Newcomer Assistants	provide 2nd adult in all 9-10th grade newcomer classrooms
\$3,070.18	Supplies	Provide supplemental supplies

Once priorities were set, the Measure N Committee directed the principal to fund priorities using all available revenue streams (district, grants, donations, Measure N etc.) in order to maximize the number of priorities that could be funded. This funding strategy was also adopted by leadership and the SSC.

Implementation Year 2

Oakland International has always engaged in rigorous reflective practices around our work as individuals, departments and as a school.

- The administration designs specific surveys to take the pulse and measure the efficacy and implementation of initiatives, curricular practices, and programs.
- We also gather and analyse student data - academic, discipline, COST on at least a semi-annual basis
- OIHS reflects on this data in 3 annual all staff retreats, weekly department meetings, leadership, COST, office team and in a variety of other venues.

EVERY STUDENT THRIVES!



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