



**College &
Career for
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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Oakland International High School

2023-2024 Measure N Education Improvement Plan Presentation



Presented to Measure N Commission

April 13, 2023

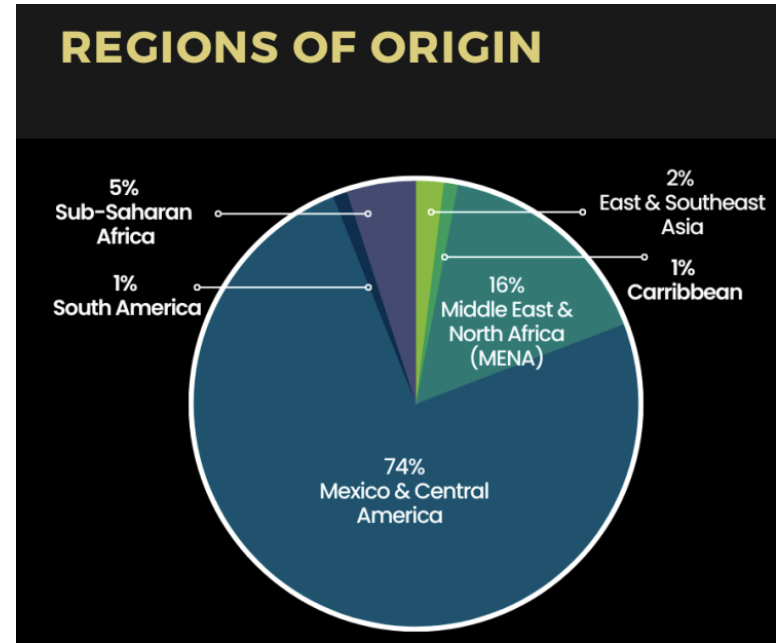
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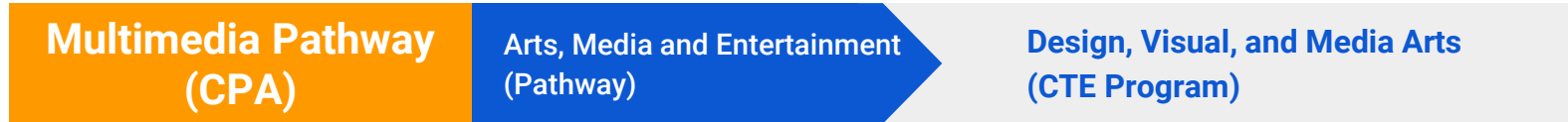
Overview of School

- OIHS currently enrolls about 340 students, somewhat less than ideal end of year program size of just under 400. Enrollment in grades 9 and 10 is strong, with pandemic impacts in grades 11 and 12.
- Enrollment is about $\frac{2}{3}$ male to $\frac{1}{3}$ female.
- OIHS is a alternative education school of choice specifically for recent immigrant students, or newcomers.



Our Pathway

Oakland International provides access to technology and supports the development of tech literacy and digital media skills for all students. All 10-12th graders enroll and participate in the **Arts, Media and Entertainment** pathway. With a focus on digital visual and media arts, students at Oakland International have access to the tools they need to express themselves in multiple languages across the school.



CTE Course Sequence

- Graphic Design 1P R6001 (10th grade)
- Graphic Design 2P R6101 (11th grade)
- Video Production R6615 (12th grade)

Reflections on Past 3 Years

What are you most proud of in terms of Pathway development?

- 78.8% A-G completion, compared to districtwide 55.7% for all students and 39.9% for newcomers
- Student Academic Interventions (Instructional Assistants, tutoring, post session and summer school)
- Wrap-around services (Wellness Center, Wellness Team, COST, mental health counseling)
- Most students are enrolled in our CTE program starting in 10th grade
- School wide assessment via portfolio projects and presentations
- Approximately 85 students enrolled in Dual Enrollment courses in 2022-23
- Career specialist is to increase the number of students who enroll in CTE and internship programs and to support students to enroll in ECCCO (exploring college, career and community opportunities.)
- Community Celebration & Showcase:
 - Student work produced in the capstone Film Production class and the 11th grade Graphic Design class are screened annually for the whole school community at an event called the Oakland International Film Festival.
 - [Oaklandinternationalstudios.org](https://oaklandinternationalstudios.org) for artwork across grade levels, as well as an Instagram account.
 - OIHS student work from all 3 CTE classes was showcased at the annual Youth Creative Expo in Oakland. In the summer after this school year, self-portrait paper cutouts from Graphic Design 1 were displayed at galleries in Oakland, San Francisco and Paris.

Reflections on Past 3 Years

What have been some of the challenges?

The past few years have posed many disproportionate challenges for our students.

- Many students continued to work full-time and attend school; for this reason, attendance faltered
- Significant decrease in attendance was the single biggest challenge for the school and, by proxy, the academy
- CTE Certifications that are accessible for newcomer students and align with students goals for themselves after graduation
- Supporting CTE credential for all media elective teachers
- Paid internship opportunities for all students, regardless of legal status

Reflections on Past 3 Years

What have been your biggest learnings?

- **Support Staff** - having second adults provide necessary support in and out of class, particularly for SLIFE learners. Our second adults have nurtured the connection between students, home and school. We believe this investment decreased attrition from our 9/10 classes for four years (until distance learning began) due to the following supports:
 - Push in class support (42% SLIFE) - necessary for student success, differentiate instruction, 20+ languages in our classrooms
 - Pull out literacy support in small groups
 - Tutoring after school
 - SPED para-educators are supporting an extra period each day (full-time)
 - Develop pipeline for summer ECCCO program
 - Lunch duties - creating relationships with students on campus, helping students get to class
 - Organizing and planning international festival and other events on campus
- **Work-Based Learning & Internships**: The contraction of our WBL programming during during the pandemic has laid bare the urgent need to rebuild these programs and create structures to support working students to stay in school.

Looking Ahead

What have you learned through creating this new plan for the next 3-year cycle?

- **Literacy Supports Remain Essential** - Our investment in supporting student literacy growth in English should continue and we must continue to deepen our efforts and strategies to respond to the needs of our SLIFE.
- **Work Based Learning Emphasis is Needed** - Perhaps more than other schools, our students understand very well the value of work and are thirsty for opportunities to better position themselves for employment or find more rewarding work. As a school we must do a better job at meeting our students interest with stronger programming.
- **Removing Barriers to Early College Credit** - Our existing schedule that requires dual enrollment offerings to take place after school presents a structural barrier for many students that limits participation in these courses. We must explore bringing these courses into the regular school day as is done at other sites.

Looking Ahead

What are you most excited about?

- **Reimagining 12th Grade** - Between our clarity on the need to expand work based learning opportunities, our desire to bring dual enrollment courses into the school day, and our desire to revisit our 12th grade program of study we are circling around a revisioning of the 12th grade experience that would be much more of a transitional bridge out of school, contrasting with the current structure which is more of a cliff after graduation.
- **Expanding Work Based Learning Opportunities** - Recently awarded grant support will allow OIHS to significantly invest in deepening partnerships and creating meaningful work based learning opportunities for students in alignment with the Measure N EIP.
- **Reading Department Restructuring** - Leveraging other resources to complement measure N we are working to restructure our literacy supports for grades 9-10 to better prepare students for the rigors of grades 11-12.
- **Vertical Articulation of College & Career Learning** - Our teachers and students in grades 9-11 are thirsty for more exposure to college and career preparedness and awareness activities and we have staffing stability that allows to meet this need.

Looking Ahead

What are your biggest challenges moving forward?

- **Work Based Learning for Undocumented Students** - Providing equitable access to internships and related stipends to all students, regardless of documentation status, will be an ongoing challenge primarily due to Federal policies.
- **Revisiting 8 Period Day with Declining Resources** - A long term transition to an 8 period day would allow some of the flexibilities around Dual Enrollment and credit recovery that would benefit students, but would require more resources when the long term resource picture is cloudy. Even with the resources, such a transition would require reimagining our course of study.
- **Limited Research and Resources on SLIFE Literacy Development** - There are scarce resources developed specifically to address literacy development for the students we serve, and research rarely addresses this specific demographic of newcomer students. We are often innovating on our own, or in collaboration with other newcomer programs in OUSD, the ELLMA office, or the Internationals Network.

Equity

How are your Pathway(s) helping to close equity gaps in your school? (through the lens of your LCAP focal groups)

- Focus on developing work based learning opportunities including supports for working students aligns with inequitable outcomes for working students as compared to those without work obligations.
- Professional development aligned to the needs of focal subgroup (SLIFE) language/literacy development across content areas based on current demographics and trends, as SLIFE are more likely to drop out or not graduate with A-G requirements met.
- Weekly team meetings, student case management, formalized school protocols, norms and notes ensure that wrap around supports meet student and family needs and address barriers to engagement in school programming.

Questions?

EVERY STUDENT THRIVES!



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