



**College &  
Career for  
All Fund**

Established by Measure N



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Oakland International High School

## 2025-2026 Measure H Education Improvement Plan Presentation



Presented to Measure N Commission

April 22, 2025

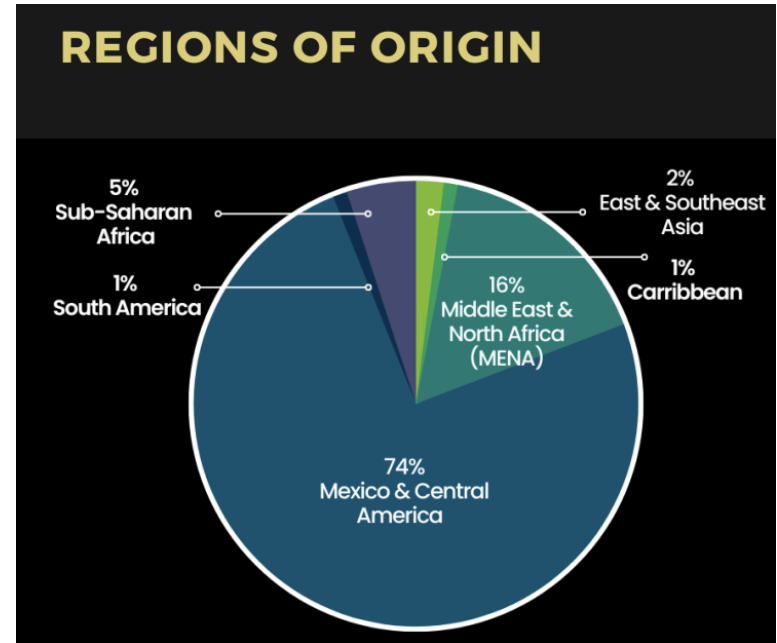
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# Overview of School

- OIHS traditionally enrolls up to 400 with fluctuations throughout the year. Enrollment of new students has slowed significantly this year and we are projected to max out at 351 next year.
- Enrollment is about 60% male and 40% 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.

**Multimedia Pathway  
(CPA)**

**Arts, Media and Entertainment  
(Pathway)**

**Design, Visual, and Media Arts  
(CTE Program)**

## 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

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

- 81% A-G completion for graduates in 2024 compared to 48% for newcomers in OUSD overall.
- 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
- Expanded Dual Enrollment Participation
  - All 12th graders enrolled in Dual Enrollment math starting in 2024-25
  - 31 additional students enrolled in Dual Enrollment English
- New WBL team working 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) in the Career Center
- Community Celebration & Showcase:
  - Student work produced in the capstone Film Production class are screened annually for the whole school community at an event called the Oakland International Film Festival (at Grand Lake Theater this year)
  - [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.

# Reflections on Past 3 Years

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## What have been some of the challenges?

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

- National political climate related to immigration has had a chilling effect on attendance and engagement.
- Many students continued to work full-time and attend school; for this reason, attendance faltered
- Even before recent political shifts, attendance has been a major concern, although we have made progress on chronic absenteeism
- Difficulty accessing media-related CTE Certifications that are responsive to a recent immigrant student population
- Supporting CTE credential for all media elective teachers
- Paid internship opportunities for all students, regardless of legal status

# Reflections on Past 3 Years

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## 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**: Our staff has engaged in a year-long series of planning engagements around Work Based Learning as we look to regrow programming in this area. We have clarified how to approach internships programmatically and priorities for career exposure and early internship opportunities in 10th and 11th grade.

# Looking Ahead

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## What have you learned through updating this plan?

- **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 ready for opportunities to better position themselves for employment or find more rewarding work. This year we have five work-based learning focused post session classes with community partners New Roots, SWB, 1951 Coffee, OUSD's Buildings & Grounds and Civic Design Studio. We will also have an internship elective for 12th graders next year that will provide students with real world, resume-building hands-on experiences.
- **Removing Barriers to Early College Credit** - For the first time this year we brought DE math into the school day and it is now the core math course for our 12th graders. After school college English is still available and we plan to explore bringing elective classes to our students via DE in 2025-26.

# Looking Ahead

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## What are you most excited about?

- **12th Grade Offerings** - We have begun offering electives in 12th grade, included an Advanced Media CTE course and, starting in 2024-25, an Internship elective as well, expanding on our pathway work and providing students with more embedded career-aligned learning opportunities. We anticipate an additional CTE elective and are also working to convert Advanced Media CTE elective into a Dual Enrollment course.
- **Expanding Work Based Learning Opportunities** - Continuing to refine our internship support structure and partnerships to provide more opportunities and coherence for students.
- **Reading Department Restructuring** - Leveraging other resources to complement Measure N and H we are continuing the restructuring of our reading department and seeing strong early results for our students with greatest literacy gaps.
- **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

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## 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.
- **Strategically Leveraging Shortened Advisory** - A modified bell schedule has reduced the duration of advisory and complicated its use for college and career counseling, particularly for 12th graders. For 2024-25 we plan to provide these supports in another context to avoid some of the challenges associated with attempting these critical supports via advisory.
- **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

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## 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?