



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent's Report



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Presented to Measure N Commission

September 8, 2022

HIGH SCHOOL LINKED LEARNING OFFICE
STRATEGIC PLAN
2022-2023

OUSD Students are...



**COMMUNITY
LEADERS**



**RESILIENT
LEARNERS**



**CREATIVE
PROBLEM
SOLVERS**



**CRITICAL
THINKERS**



**COLLABORATIVE
TEAMMATES**



**College,
Career,
AND
Community
READY**



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

INITIATIVE #1

Ensuring Strong Readers by the Third Grade

Focus Area 1:

Get aligned

Focus Area 2:

Put families in the driver's seat

Focus Area 3:

Invest in our educators

Focus Area 4:

Use data to make the best decisions



INITIATIVE #2

Supporting Empowered Graduates

Focus Area 1:

Prepare students for post-secondary success

Focus Area 2:

Develop systems of personalized supports

Focus Area 3:

Integrate real world learning

Focus Area 4:

Strengthen high school preparation



INITIATIVE #3

Creating Joyful Schools

Focus Area 1:

Center and listen to youth and families

Focus Area 2:

Invest in restorative practices

Focus Area 3:

Practice culturally responsive and linguistically sustaining practices

Focus Area 4:

Ensure inspiring learning environments



INITIATIVE #4

Growing a Diverse and Stable Staff

Focus Area 1:

Strengthen partnerships

Focus Area 2:

Strengthen pathways

Focus Area 3:

Strengthen affinity-based support structures

Focus Area 4:

Strengthen conditions for educator learning & professional growth

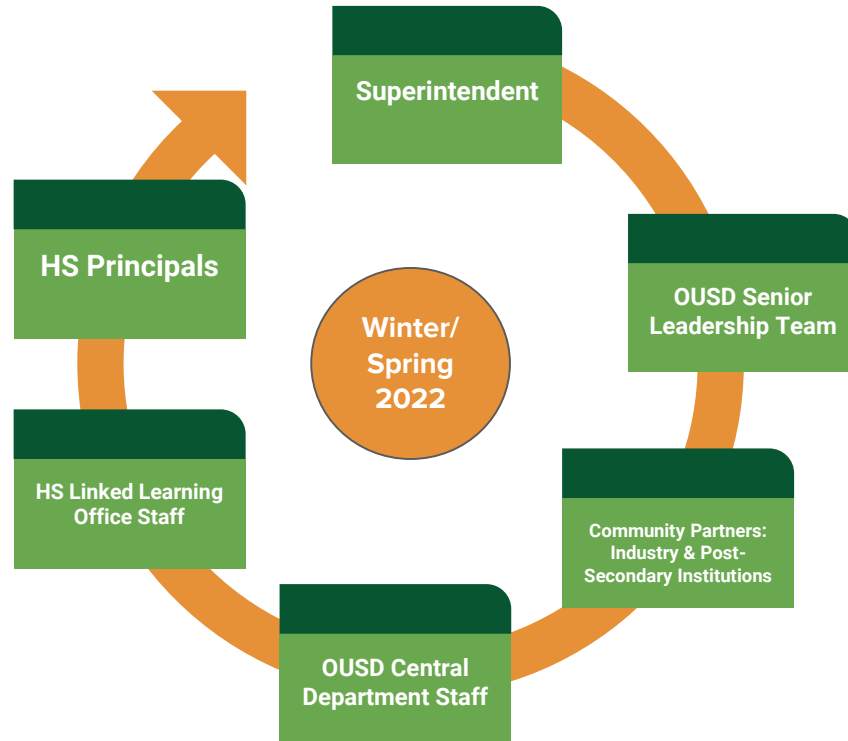


Supporting Empowered Graduates

Year One Actions

Prepare Students for Post-Secondary Success	Develop Systems of Personalized Supports	Integrate Real World Learning	Strengthen High School Preparation
→ Develop a 9th-12th grade continuum for college and career awareness, exploration, and preparation → Collaborate with Peralta District and industry to design early college credit and certificates that align with short-term or immediate employment → Ensure equitable access to college and career opportunities through data monitoring and broad-based supports; collaborate with partners to leverage resources in support of student success → Pilot Employment Center and aligned post-OUSD resources to better connect students to supported employment experiences pre- and post-graduation → Implement quarterly student and parent/guardian engagements focused on increasing awareness of pathway and career opportunities (starting in middle school), and on graduation, A-G, college and career requirements	→ Improve data monitoring systems to develop an early warning and acceleration system → Increase the academic and socioemotional supports for 9th graders, such as tutoring and mentoring → Increase and incorporate wrap-around supports into existing academic spaces (e.g. counselor, case manager, restorative justice coordinator, mental health and administrators) at schools with greater needs	→ Professional development and ongoing support of high-quality, integrated literacy and Algebra 1 practices in 9th grade → Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and work-based learning → Expand and deepen academic and career technical education teacher industry externship participation and hosts → Implement Work Experience Education programming at focus schools to support deeper learning and career ladders for working students → Identify and support a set of focus schools to implement robust and deep year-round internship programs, including differentiated support for paid internships and supports to ensure student access and success	→ In math, implement a new interim progress monitoring system in middle schools where all students will take a pre- and post-test for a unit of the curriculum in the fall, and then again in the Spring. → In math, ensure that students are engaged in productive struggle, discussion, and rigorous tasks.

Stakeholder Engagement



Supporting Empowered Graduates

Year Two Actions: 2022-2023

Focal Area 1: Prepare Students for Post-Secondary Success	Focal Area 2: Develop Systems of Personalized Supports	Focal Area 3: Integrate Real World Learning
Year 2 Action #1: Develop systems to ensure all students have an individualized post-secondary (5-year) plan	Year 2 Action #2: Leverage and build upon personalized support strategies in Pathways to ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career awareness indicators.	Year 2 Action #3: Strengthen Tier 1 instruction in core academic and CTE classes so that CTE and work-based learning standards are more effectively integrated throughout student learning experiences.
→ Opportunities for students to experience the following in collaboration with their Pathway Teachers and Post-Secondary Transition team: ◆ explore and understand post-secondary options ◆ gain awareness of expanded learning opportunities (including WBL) ◆ navigate school systems and processes toward graduation, A-G completion, and financial aid application → Family engagement around graduation requirements, A-G, Pathway options, and the purpose of Linked Learning → Support to ensure students have a seamless transition to a post-secondary opportunity (community college, four-year, pre-apprenticeship/apprenticeship, workforce training, world of work) → Classroom-embedded opportunities for students to deepen career awareness, to engage in career exploration and preparation, and begin career training (including but not limited to direct employment with work experience education), all to inform the development of a clear individualized post-secondary plan → Dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan	→ Ensure equitable access to supports across all pathways and schools (with a focus on 8th to 9th grade and students entering AltEd programs) → Establish a baseline for pathway student supports and structures at each high school, including but not limited to: ◆ Regular pathway teacher and staff collaboration around student interventions (leveraging relationships, data, common protocols, home visits) ◆ Staff alignment by pathway/SLC/house (Admin, School Counselor, Case Manager) ◆ Regular opportunities for in- and out-of-class academic interventions/tutoring ◆ Leverage partnerships with parents/families via home visits and other engagement strategies ◆ School-day and after-school (including but not limited to access for rising 10th and 11th graders to summer) credit recovery opportunities that support A-G completion	→ Identify and implement common Tier 1 instructional strategies in core academic and career technical education courses that support student access to grade-level-appropriate texts, standards, and assessments. → Provide direct instructional support to teachers in targeted content areas/pathways through strategies including but not limited to professional development and coaching sessions → Deepen collaboration between core content teachers, career technical education teachers, and work-based learning staff via regular communities of practice/PLC's → Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and essential elements of the work-based learning continuum

Measuring Progress

Leading Indicators

- % of students in grades 9-12 on-track to meeting **A-G requirements** each semester
- % of students in grades 9-12 on track to meeting **OUSD graduation requirements** each semester
- % of **Black and Latina/o students** in 9th and 10th grade with **D/F grades at each marking period**

Leading Indicators

Metrics used as a **predictive**
measure of **future** performance



Lagging Indicators

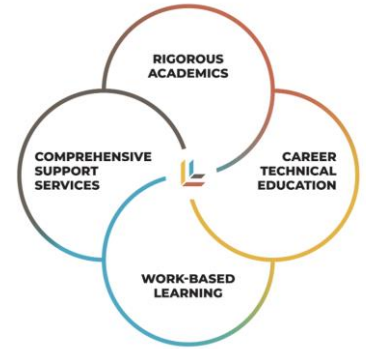
- % of Class of 2023 meeting **A-G requirements**
- % of Class of 2023 meeting **OUSD graduation requirements**

Lagging Indicators

Metrics used to measure
past performance



Connection to Measure N



- Strategies to drive work in Focal Areas 1, 2, and 3 are grounded in the Four Pillars of Linked Learning: WBL, Dual Enrollment, Central Academic Recovery
- HSLLO's work in Focal Areas 1, 2, and 3 explicitly and implicitly support Measure N Goals:
 - Goal 1: Decrease the high school dropout rate
 - Goal 2: Increase the high school graduation rate
 - **Goal 3: Increase high school students' readiness to succeed in college & career**
 - Goal 4: Increase middle school students' successful transition to high school
 - **Goal 5: Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socio-economic status, English Learner-status, special needs-status, and residency**

Baseline Data

	Overall	Black Students	Latino Students
A-G Completion* (Class of 2021)	41.7%	34.2%	33.1%
4 Year Cohort Graduation Rate** (Class of 2021)	72.4%	75.9%	63.9%
On-Track to Graduation*** (Spring 2022 - 9th-11th)	9th: 57.1% 10th: 49.7% 11th: 42.1%	9th: 43.7% 10th: 41.8% 11th: 34.3%	9th: 52.5% 10th: 45.9% 11th: 33.4%

**A-G Completion Data for the Class of 2022 will be available from CALPADS in Oct. 2022*

***Four-Year Cohort Graduation Rate for the class of 2022 will be released by CDE in early 2023.*

****Preliminary data collected in June 2022; additional data for Summer 2022 academic recovery pending.*

Source: www.ousddata.org

Questions?