



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent's Report



Presented by Vanessa Sifuentes

Presented to Measure N Commission

October 4, 2022

Key Outcomes:

- Share preliminary post-secondary outcomes for Class of 2022
- Provide updates relevant to HSLLO Post-Secondary Planning strategy for '22-'23

OUSD Post-Secondary Readiness Team

- **Kateri Dodds-Simpson**, Coordinator of College Access
- **Elizabeth Paniagua**, Coordinator, Post-Secondary Readiness
- **Vinh Trinh**, Manager, Master Schedule & Comp. Student Supports
- **OUSD:**
 - African American Male Achievement
 - Site-Based Staff: College & Career Readiness Specialists, Career Transition Specialists
- **Community-Based Organizations:**
 - East Bay Consortium
 - UC Berkeley TRiO
 - College Track
 - One Goal
 - Holy Names Upward Bound
 - ETS Mills
 - DCAC

Key Definitions

- **'22 Graduates:** Students who graduated with a diploma, certificate of completion, or CAHS Proficiency Exam (CHSPE) by July 2022.
- **Served:** The student submitted at least one postsecondary application (2 year, 4 year, (pre)apprenticeship) AND financial aid.
- **Partially Served:** The student submitted at least one postsecondary application (2 year, 4 year, (pre)apprenticeship), OR financial aid.
- **Underserved:** The student did not complete a postsecondary application AND did not complete financial aid. Students participating in a PEC program post-high school are not counted here.
- **Provider:** The CBO(s) or district point(s) assigned by tracker to provide intensive postsecondary services.

Data Source Details

OUSD Data and Analysis tool:

[Data Analysis Tool](#)

[Full OUSD Data](#)

Complete Data Sets:

Peralta Data: All application and enrollment data as of 7/18/22.

Cal State East Bay: All admission and acceptance data as of 3/9/2022.

Financial Aid: Drawn from CSAC 6/6/22.

Employment: Drawn directly from Work Permit Dashboard.

Incomplete Data Sets:

Site-Entered Data: Applications submitted/acceptances, services provided.

Internship data: Drawn from Aeries as of 7/18

Living Wage Employment Data after Graduation: Not Currently Available

Class of 2022: Post-Secondary Outcomes

- **92%** of all Graduates had a postsecondary plan.
- **99%** of served graduates had a postsecondary plan.
- **91%** of partially served graduates had a postsecondary plan.
- **72%** of underserved graduates had a postsecondary plan.

Compiled from:

- **Partner Surveys and Records** (uAspire, DCAC/EAOP, EBSCC)
- **Peralta Community College Data**
- **Site Reporting**
- **Student Self-Report** (senior survey)
- **Stated Outcome** (if no other data available)

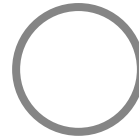
What's In A Post-Secondary Plan?



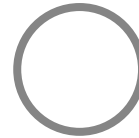
102 graduates left us without a clear goal or plan, and we have no record of the steps they may have taken towards preparing for life after high school.



294 underserved students had a postsecondary plan in the tracker, but they did not take steps to accomplish this plan (ie applying to programs/financial aid).

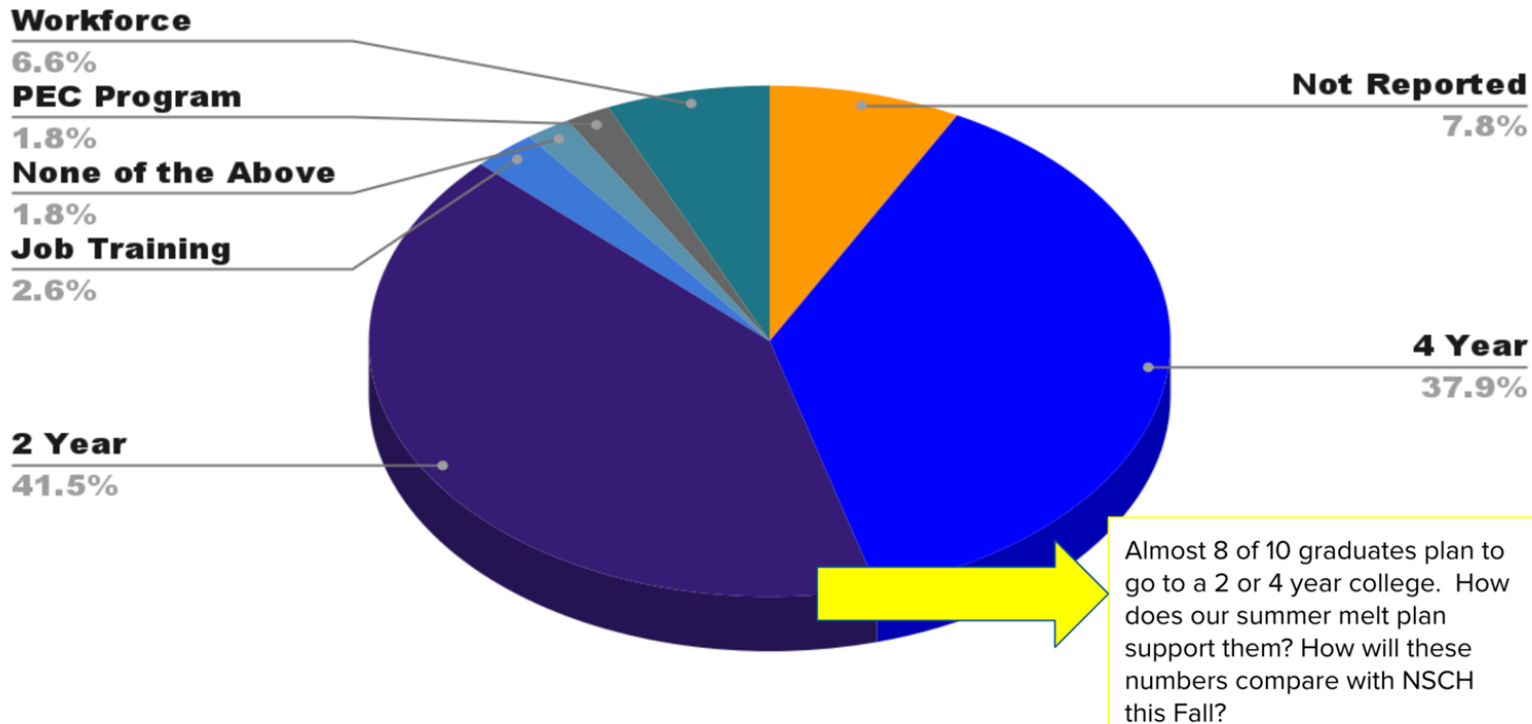


518 graduates have taken at least one step toward a postsecondary goal (ie submitted an application or completed financial aid).



The 1128 served students with a postsecondary plan have taken at least 2 actionable steps toward their goal (financial aid/postsecondary program application).

Post-Secondary Plans for % 2022



Supporting Empowered Graduates

Year Two Actions: 2022-2023

Focal Area 1:

Prepare Students for Post-Secondary Success

Year 2 Action #1: Develop systems to ensure all students have an individualized post-secondary (5-year) plan

- 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

Focal Area 2:

Develop Systems of Personalized Supports

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.

- 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

Focal Area 3:

Integrate Real World Learning

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.

- 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

Work Plan for 2022-2023

- Post-Secondary Readiness Teams at each school site will continue to utilize Post-Secondary Outcome Trackers to support post-secondary planning for students in the class of 2023.
- College and Career Readiness Collaborative (HSLLO, Post-Secondary Site Teams, and CBO staff) engage in the development of a specific tool or process to help students develop 5-year plans for students in the Class of 2024 and beyond.

College + Career Readiness Collaborative 2022-2023

Site teams will develop and refine a key strategy, tool, or process that supports students to create 5 year plans, in alignment with [Empowered Graduates Focal Area One](#).



LINKED
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October 17	Kick-off: <ul style="list-style-type: none">- Framing- Initial data review- Identification of tool/strategy for development
December 12 February 6 April 17	Support for tool/strategy development and refinement, including: <ul style="list-style-type: none">- Cross-site collaboration- Built-In Site-Based Work time- Templates, models, and tools- Differentiated Workshops- Coaching
May 8	Showcase and celebration of strategies and tools!

Questions?