



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent Report



Presented by Vanessa Sifuentes

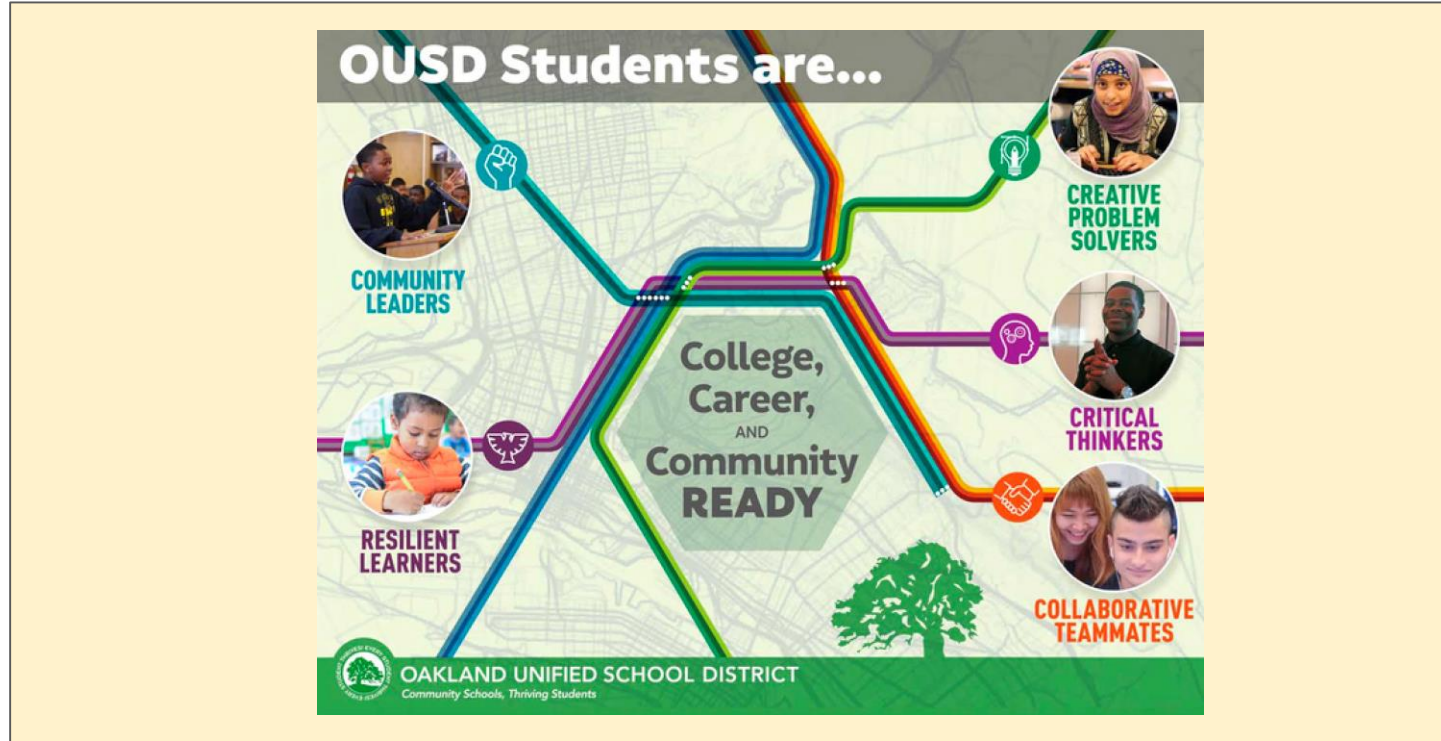
Presented to Measure N Commission

January 3, 2023

Key Outcome:

- Provide updates relevant to Work-Based Learning and strategy for '22-'23

HSLLO Vision for Work Based Learning



OUSD Work-Based Learning Team



Tatiana Newman-Wade,
WBL Coordinator



Emiliano Sanchez, Skilled
Trades Coordinator



Gilbert Pete, Business
to School Coordinator



Health Pathways Liaison



Rebecca Lacocque, Linked
Learning Director



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Supporting Empowered Graduates

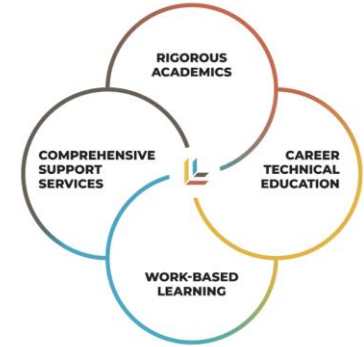
Year Two Actions: 2022-2023

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 → 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-Based Learning & Measure N

HSLLO's work in Work-Based Learning supports Focal Areas 1 and 3 and 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



WORK-BASED LEARNING

WORK-BASED LEARNING

A CONTINUUM OF MEANINGFUL EXPERIENCES WITH WORK AND REAL-WORLD APPLICATIONS OF LEARNING.

DOMAIN	MEETING THE STANDARD	EXCELLING THE STANDARD
2.1 <i>Work-based Learning Plans</i>	The pathway provides students with a work-based learning (WBL) plan that includes a continuum of WBL experiences aligned with the program of study curriculum and pathway and/or graduate outcomes. The pathway program provides students with opportunities to engage with the plan by, for example, tracking their participation in specific activities, and/or reflecting on the plan at various times throughout their pathway experience. The plan is personalized as needed to ensure equitable opportunities for all students. The WBL plan is articulated with the program of study and pathway academic outcomes and/or graduate profile. The WBL plan is informed by and/or validated by input from industry partners.	Students customize their WBL plan and track their experiences based on pathway outcomes, district graduate profile, and/or personal goals. Students regularly reflect upon and update their plan, taking into account their postsecondary goals and plans.
2.2 <i>Student Work-based Learning Experiences and Self-assessments</i>	All students successfully complete a range of WBL experiences, from career exploration activities to career training. The pathway provides opportunities for all students to pursue formal WBL internships or apprenticeships and to obtain industry certifications. The pathway provides equitable access to high-quality WBL experiences for all students. All students participate in WBL self-assessments on a periodic basis throughout their pathway experience, and after individual WBL experiences. These self-assessments give students the opportunity to reflect on their WBL skills development, their understanding of the industry, and links between academic and WBL experiences. Feedback gathered through student self-assessments are also used to inform the WBL plan. This domain has corresponding data requirements.	A majority of students successfully complete an internship or similar experience in a placement aligned with the pathway theme. Success is measured against employer evaluation and industry and pathway outcomes. The pathway team uses information from student self-assessments to evaluate the scope and quality of WBL experiences and to make ongoing program improvements.
2.3 <i>Work-based Learning Provider Assessment of Student Workplace Readiness</i>	Industry partners and employers/supervisors evaluate individual student workplace readiness development and performance in WBL experiences on an annual basis at minimum. Partners/supervisors assess the quality of student preparation and performance in WBL activities (professionalism, soft skills, etc.) and on skills and knowledge related to pathway outcomes. This feedback is used by students and teachers in meeting pathway and industry outcomes. This domain has corresponding data requirements.	Feedback and validation from employers occurs regularly and is used to improve the workplace readiness of students. Employers participate both in the preparation of students for the worksite and in the evaluation of student intern performance. WBL data is tracked through a system that specifies clear student learning outcomes, metrics, and benchmarks. Employers participate to formally validate the work readiness of students.

Linked Learning: It Takes a Network

A Systematic Approach to College AND Career Readiness



Building Capacity Across the High School Network

- Creation of WBL plans across the high school network
- Coaching WBL leads to work collaboratively to integrate WBL within pathways' program of study
- Consultancies to further student's 5-year plans
- Promising practice sharing
- Increased data fidelity



Each school has a designated work-based learning “lead.” Castlemont, Oakland Tech, Oakland High School, and Madison Park Academy each have a full-time Work-Based Learning Liaison.

Across Sites Learning with Industry: **Health Careers**

- **Biotech Conference** on Sept 24 with > 50 student attendees
- **Emergencies Day Conference** on Nov 5
 - >110 student attendees, including training in life-saving skills (chest compressions, AED use, recognizing anaphylaxis, and administering Narcan)
 - career panels with a variety of first responder professions represented
- **UCSF Bioscience Teachers' Institute**
 - 20 attendees from 7 OUSD and 2 charter schools, including industry panels, two industry site visits per educator, and collaboration time
- More than two dozen **healthcare professionals visiting classrooms** at Rudsdale Newcomer, O'High, Life Academy, and Skyline

Across Sites Learning with Industry: Health Careers



First Responder Careers Panel in Spanish
@ Emergencies Day



Rudsdale Newcomer students meet with
pediatric residents at BCH Oakland to
practice navigating the US Healthcare
System

Nov 1 & 2: UCSF Bioscience Teacher Institute



Educators discussing next steps for curricula after their two industry site visits



Educators identifying CTE skills to take back to classrooms after industry panels

Promising Practice & Areas for Growth

- Strong network of Work-Based Learning Liaisons and Leads
- Steady and dedicated partners and CTE Advisory Committee (district)
- More in-depth and formalized WBL engagement with key partners, deepening partnerships that enable full preparation through the WBL continuum
- Expand integration of WBL into core academics, such as math, English and science
- Integration of internship readiness and application into Tier 1

Questions?