



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# High School Network Superintendent Report



Presented by Vanessa Sifuentes

Presented to Measure N Commission

February 7, 2023

# Key Outcome:

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- Provide updates relevant to Post-Secondary Outcomes and Transition Supports for students in the Class of 2022 & 2023

# Our North Star

**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

# OUSD Graduation Rates Continue to Rise!



## Graduation Rates in OUSD Continue to Rise

- Overall graduation rate increased year over year 71.9% to 74.8% = + 2.9%
- African American rate increased year over year 75.9% to 81.7% = + 5.8%
- African American Boys increased year over year 68.1% to 78.3% = + 10.2%
- Latinx graduation rate increased slightly from 63% to 63.4% = +.4%
- Our A-G completion rates also increased from 57.7% to 60.2% = + 2.5%

*\* A-G completion rates mean the rate at which students are finishing the classes needed for acceptance to the University of California and California State University systems.*

# Supporting Empowered Graduates

## Year Two Actions: 2022-2023

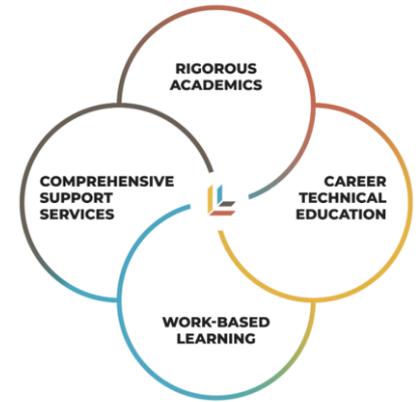
Focal Area 1: Prepare Students for Post-Secondary Success	Focal Area 2: Develop Systems of Personalized Supports	Focal Area 3: Integrate Real World Learning
<p>Year 2 Action #1: Develop systems to ensure all students have an individualized post-secondary (5-year) plan</p>	<p>Year 2 Action #2: Leverage 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.</p>	<p>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.</p>
<ul style="list-style-type: none"><li>→ Opportunities for students to experience the following in collaboration with their Pathway Teachers and Post-Secondary Transition team:<ul style="list-style-type: none"><li>◆ explore and understand post-secondary options</li><li>◆ gain awareness of expanded learning opportunities (including WBL)</li><li>◆ navigate school systems and processes toward graduation, A-G completion, and financial aid application</li></ul></li><li>→ Family engagement around graduation requirements, A-G, Pathway options, and the purpose of Linked Learning</li><li>→ 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)</li><li>→ 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</li><li>→ Dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan</li></ul>	<ul style="list-style-type: none"><li>→ Ensure equitable access to supports across all pathways and schools (with a focus on 8th to 9th grade and students entering AltEd programs)</li><li>→ Establish a baseline for pathway student supports and structures at each high school, including but not limited to:<ul style="list-style-type: none"><li>◆ Regular pathway teacher and staff collaboration around student interventions (leveraging relationships, data, common protocols, home visits)</li><li>◆ Staff alignment by pathway/SLC/house (Admin, School Counselor, Case Manager)</li><li>◆ Regular opportunities for in- and out-of-class academic interventions/tutoring</li><li>◆ Leverage partnerships with parents/families via home visits and other engagement strategies</li><li>◆ 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</li></ul></li></ul>	<ul style="list-style-type: none"><li>→ 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.</li><li>→ Provide direct instructional support to teachers in targeted content areas/pathways through strategies including but not limited to professional development and coaching sessions</li><li>→ Deepen collaboration between core content teachers, career technical education teachers, and work-based learning staff via regular communities of practice/PLC's</li><li>→ 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</li></ul>

# Strategic Plan Connections

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HSLLO's Post-Secondary transition work supports Focal Area 1 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**



# OUSD Post-Secondary Transitions Team



Kateri Dodds  
Post-Secondary Readiness  
Coordinator, HSLLO



Maira Lopez Hurtado,  
Career Transition Specialist  
(Newcomer Programs: Castlemont,  
Fremont, Oakland High)

Monica Linzner,  
Career Transition Specialist,  
Castlemont



Nola Taylor,  
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Ella May,  
Career Transition Specialist,  
Oakland International HS



Beto Salcedo,  
Career Transition Specialist,  
Ruidsdale Newcomer



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# Highlighting Our Career Transition Specialists

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- Support students with **all aspects of transition** to post-secondary opportunities
- Ongoing support for **at least one academic quarter** once students are enrolled or secure job training/placement
- **Bridge** between community colleges, especially Career Technical Education programs, employers, job training organizations
- Priority is to support employment in **livable wage jobs.**

# 1:1 College & Career Transition Support

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- 100+ students from the Class of 2022 currently receiving support from a dedicated Career Transition Specialist
- Alumni from Fremont, Oakland High, Rudsdale Newcomer, and Castlemont currently being served
- Students are community college and/or career-bound.
- Community college, Career Technical Education, and job training focus
  - **Pre-apprenticeship or apprenticeship readiness**
  - **Job search, application skills, and placement success**
  - **Bridge to community college: transportation, shadowing, resource mapping, academic support**
  - **Support with other key deliverables: drivers' license, savings account, trade school enrollment**



# Financial Aid Support and Incentives

- **\$100-\$200** stipends available to students in Alternative Education high schools who complete financial aid applications
- Students who complete financial aid applications are **significantly more likely to attend and complete college**
- **Funds to students:** So far, \$5,200 is earmarked to be disbursed to 41 students who have completed their financial aid application. Students are eligible for funds if they complete before March 2.



# Promising Practice & Areas for Growth

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- **What's working?**

- Pairing the work with direct student stipends through relationships with non-profit organizations
- Ongoing collaboration with Peralta: enables us to identify registration issues for all students, and specifically for students who are re-enrolling
- Great model for students to work with CTS: bridge between 12th grade and 1st year post-HS

- **Where do we want to improve?**

- Want to build more student-to-student engagement
- Connecting CTS' and Peralta CC

# Questions?