Deputy Chief of Postsecondary Readiness Report:
2024-2025 Outcomes and 2025-2026 Progress Update

Presented by Vanessa Sifuentes,
To the Measures N and H Commission
February 3, 2026

Objective
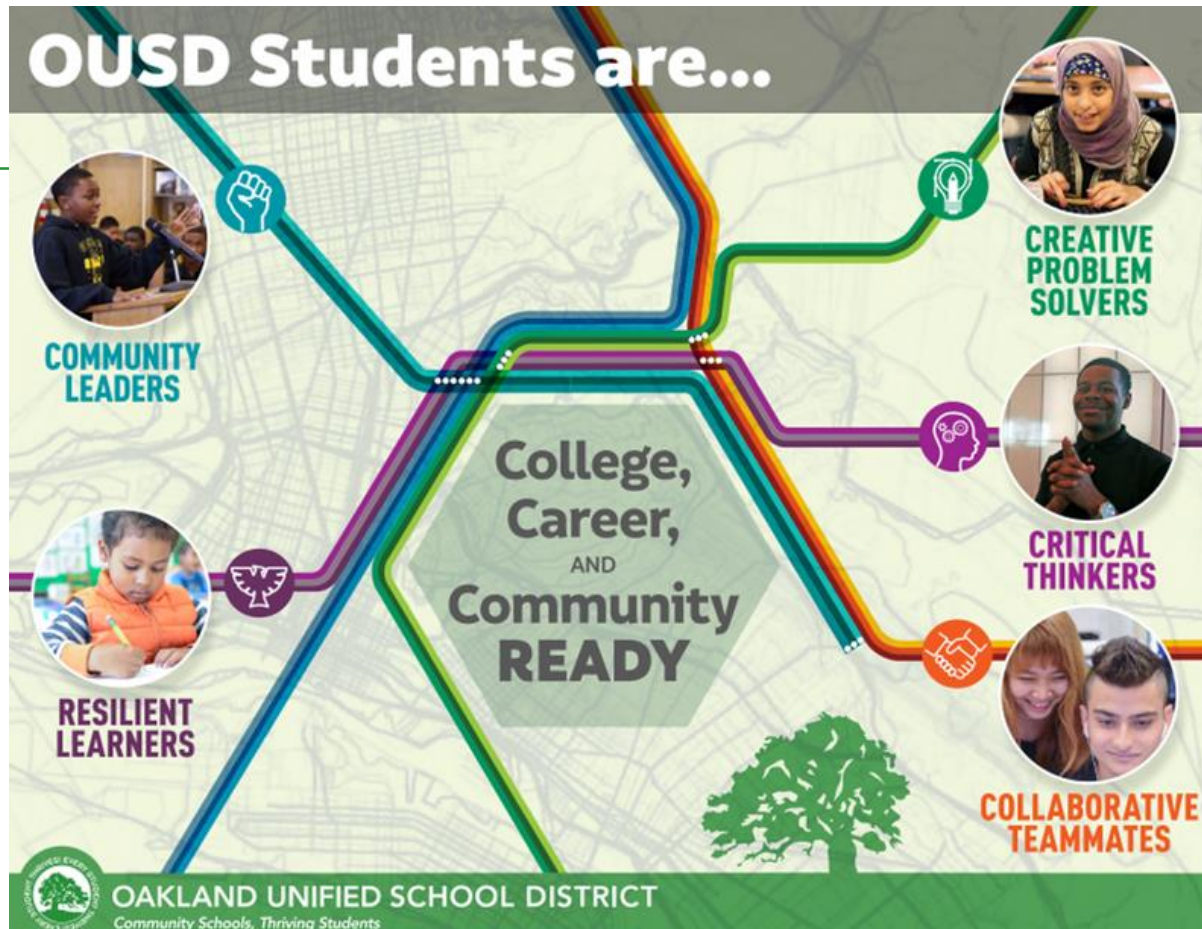
Provide Measures N and H Commissioners updates on:

- 2024-2025 Academic Year Outcomes

- 2025-2026 Progress update on high school key performance indicators

Our Vision:

All students will graduate from OUSD college, career, and community-ready.

Long-Term Metrics of Success:

- 4-year cohort graduation rate

- Dropout Rate

- A-G completion Rate

- California College/Career Indicator

Class of 2025 Outcomes

Class of 2025: 4-Year Cohort Graduation Rate

School	2022-2023	2023-2024	2024-2025
District-wide	74.1%	79.5%	74.0%
Bunche	72.1%	56.7%	63.5%
Castlemont	61.3%	68.1%	64.3%
Coliseum College Prep	93.4%	91.5%	92.6%
Dewey	41.1%	50.5%	51.2%
Fremont	76%	81%	74.1%
Gateway To College	45.8%	33.3%	36.7%
LIFE Academy	96.8%	95.1%	90.6%
Madison Park Academy 6-12*	87.2%	88.5%	87.4%
McClymonds	86.3%	84.1%	93.8%
MetWest	82.8%	87.5%	86.9%
Oakland High	82%	86.1%	80.9%
Oakland International	64.6%	61.2%	46.2%
Oakland Technical	90.8%	91.3%	94%
Rudsdale Continuation	40.9%	66.1%	48.2%
Skyline	85.1%	91%	86.6%
Sojourner Truth	44.7%	57.8%	59%
Street Academy	28.6%	18.2%	21.9%

Class of 2025: A-G Completion Rate

(All Schools)

	2022-2023	2023-2024	2024-2025
District-wide	42.2%	48.7%	46.0%
Bunche	1.5%	3%	0.0%
Castlemont	20.1%	27.7%	22.5%
Coliseum College Prep	83.6%	78.9%	85.3%
Dewey	0%	0%	1.2%
Fremont	48.4%	48.4%	51.7%
Gateway To College	4.2%	6.7%	6.1%
LIFE Academy	35.5%	93.4%	87.5%
Madison Park Academy 6-12	27.7%	62.1%	69.5%
McClymonds	52.1%	59.4%	53.8%
MetWest	62.5%	71.9%	72.1%
Oakland High	51.9%	50.9%	54.0%
Oakland International	37.5%	49.4%	31.5%
Oakland Technical	72.7%	69.8%	75.1%
Rudsdale	1.5%	3.3%	1.4%
Skyline	54%	64.5%	61.5%
Sojourner Truth	16%	24.4%	21.7%
Street Academy	9.5%	0%	3.1%

Class of 2025: A-G Completion Rate

(Schools with 190 credit requirement omitted)

	2024-2025	A-G eligible students	Total 12th grade students
Coliseum College Prep	85.3%	58	68
Castlemont	22.5%	51	227
Fremont	51.7%	136	263
LIFE Academy	87.5%	56	64
Madison Park Academy 6-12	69.5%	66	95
McClymonds	53.8%	35	65
MetWest	72.1%	44	61
Oakland High	54.0%	201	372
Oakland International	31.5%	41	130
Oakland Technical	75.1%	337	449
Skyline	61.5%	193	314
Sojourner Truth	21.7%	18	83
Street Academy	3.1%	1	32
District Total	**55.6%**	1,237	2,223

The following schools offer reduced graduation credit requirements (190 credits) and therefore do not meet A–G requirements: Bunche, Dewey, Gateway, and Rudsdale. These schools were excluded from this calculation.
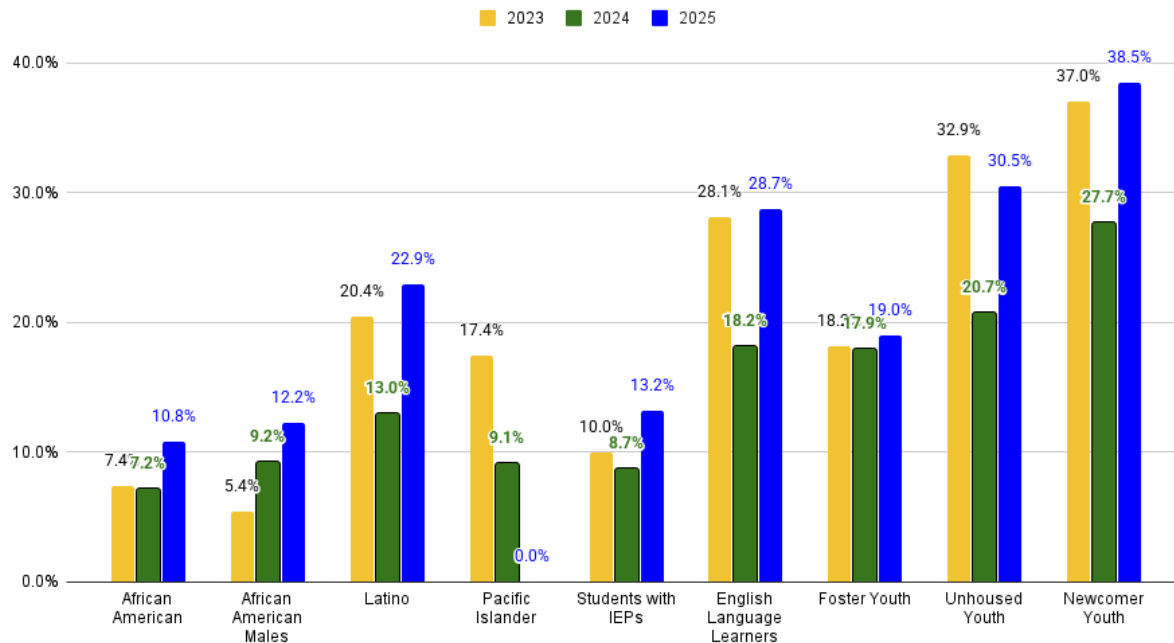
Class of 2025: Dropout Rate

	2022-2023	2023-2024	2024-2025
District-wide	13.9%	10%	16.9%
Bunche	2.9%	6%	19.2%
Castlemont	30.4%	21.3%	31.3%
Coliseum College Prep	0%	0%	1.5%
Dewey	15%	2.1%	14.0%
Fremont	21.3%	15.3%	22.8%
Gateway To College	12.5%	6.7%	10.2%
LIFE Academy	3.2%	0%	4.7%
Madison Park Academy 6-12	7.4%	8%	8.40%
McClymonds	11%	14.5%	4.6%
MetWest	9.4%	10.9%	9.8%
Oakland High	13%	6.7%	17.5%
Oakland International	26%	30.6%	45.4%
Oakland Technical	3.6%	6.7%	4.0%
Rudsdale	22.2%	10.4%	25.5%
Skyline	8.8%	3.4%	6.1%
Sojourner Truth	29.8%	28.9%	30.1%
Street Academy	9.5%	18.2%	43.8%

Drop-Out Rate Over Time

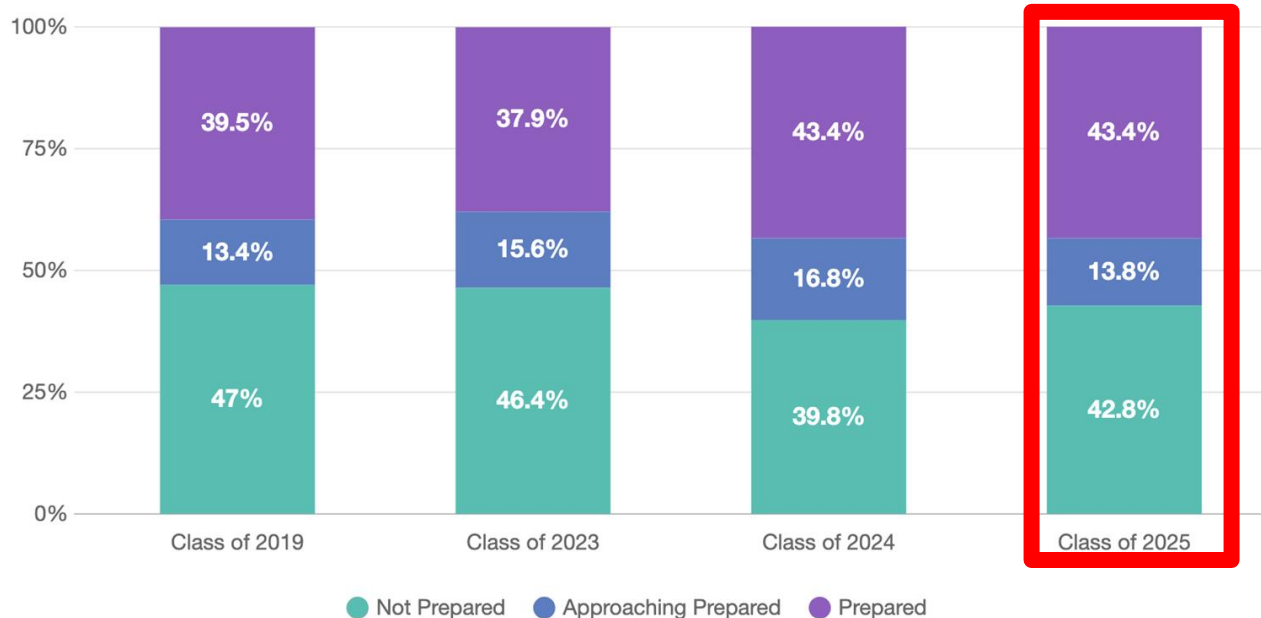**(LCAP Focal Groups)**

OUSD Dropout Rates for LCAP Focal Groups

Class of 2025: College and Career Indicator

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2019	Class of 2023	Class of 2024	Class of 2025
Prepared	39.5%	37.9%	43.4%	43.4%
Approaching Prepared	13.4%	15.6%	16.8%	13.8%
Not Prepared	47%	46.4%	39.8%	42.8%

Legend: ● Not Prepared ● Approaching Prepared ● Prepared

Class of 2025: College and Career Indicator

All Students

All Students | State

Yellow

Prepared 43.4%

Maintained −1.1%

Number of Students: 2,716

California School DASHBOARD

College/Career Indicator

The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

PREPARED	APPROACHING PREPARED	NOT PREPARED
Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics	**Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics	Did not meet any of the measures or did not graduate.
Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams		
International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams	**Completion of Dual Enrollment:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded	
Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded		
University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below	**UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better	
Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below	**CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course	

Additional Criteria
- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
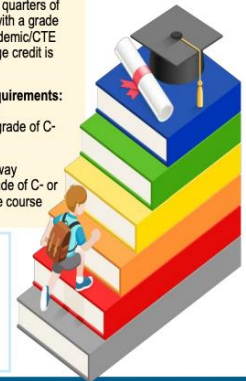- Completion of CTE Pathway (for a-g requirement only)

Criteria Key
- Assessment
- Coursework

For more information, please visit the California Accountability Model & School Dashboard Web page at http://www.cde.ca.gov/ta/ac/cm/index.asp.

California Department of Education
November 2017

Key Takeaways: Class of 2025 Outcomes

- The overall graduation rate has **decreased by 5.5%** from 2024 to 2025. A variety of factors have contributed to this decline, including the largest cohort size of 2,704 students, since the 2011-2012 school year.

- **Bright Spots:** In spite of the district-wide decrease, **eight high schools increased** their four-year cohort graduation rates from 2024 to 2025.

- Similar to district-wide graduation rates, A-G completion rates showed a **2.7% decline** from 2024 to 2025. This data is inclusive of all high schools.

- **Bright Spots:** Eight high schools achieved increases in their A-G completion rates for the Class of 2025 as compared to 2024.

2025-2026 KPI Progress Update

2025-2026 Key Performance Indicators

	LEADING INDICATORS	2025-2026 GOALS	January 2026 Progress
Focal Area 1: Post-Secondary Readiness	12th graders with completed post-secondary plans	70%	FA Apps: 34% PS Apps: 44% PS Goal: N/A
	Students in grades 9-12 enrolled in at least one Dual Enrollment Course	19.2%	17.2%
	Students in grades 9-12 enrolled in at least one Dual Enrollment Course earning a grade of C- or better	91.6%	89.6%
	Students in grades 9-12 participating in Work-Based Learning and college and career exploration experiences	55%	20.6%
	Students completing Career Technical Education Pathway sequences with C- or better	40%	N/A

2025-2026 Key Performance Indicators

	LEADING INDICATORS	2025-2026 GOALS	January 2026 Progress
Focal Area 2: Systems of Personalized Supports	Students on track for graduation	9th: 72% 10th: 49.6% 11th: 53.7% 12th: 66.6%	9th: 0.1% 10th: 29.9% 11th: 44.4% 12th: 46.8%
	Students with satisfactory attendance	45%	49.9%
	Students chronically absent	31.5%	30.6%
	Students suspended	5%	3.3%
	Suspension Incidents	809	456
	Timely completion of IEPs	Annuals: +1.5% Initials: +5%	94.61%

2025-2026 Key Performance Indicators

	LEADING INDICATORS	2025-2026 GOALS	January 2026 Progress
Focal Area 3: Rigorous and Relevant Learning	Students reaching their typical growth goals on i-Ready reading assessment	65%	30%
	Students at grade level (Math interim assessments)	Alg1: 25% Geo: 30% Alg2: 25%	Alg 1: 11.3% Geo: 30.8% Alg 2: 15.4%
	SBAC Student Participation Rate (ELA/Math)	98%	N/A
	SBAC ELA Distance from Standard	+15 ppts (-40.3)	N/A
	SBAC Math Distance from Standard	+20 ppts (-104.5)	N/A
	% of English Language Learners earning ELL reclassification status	9.6%	N/A

Key Takeaways: 2025-2026 KPI Progress

Focal Area 1: Post-Secondary Readiness	Focal Area 2: Systems of Personalized Supports	Focal Area 3: Rigorous and Relevant Learning
- Midyear progress shows strong performance in **Dual Enrollment** success, with participation nearing target. **Post-secondary planning** completion is underway but needs acceleration in spring. **Work-Based Learning** participation is the largest gap area. **CTE completion data** is not yet available for monitoring.	**Attendance and discipline** are outperforming goals. **On-track** readiness is below target across all grade levels. **Chronic absence** is slightly improved but remains a concern. **Special education** compliance is strong and exceeds targets.	- Midyear **literacy** growth is well below targets **Math performance** is mixed, with Geometry meeting goal while Algebra I and II lag. **State assessment** indicators are not yet available. **ELL reclassification** data is pending.

2025-2026 KPI Progress: Focus for Spring 2026

Focal Area 1: Post-Secondary Readiness	Focal Area 2: Systems of Personalized Supports	Focal Area 3: Rigorous and Relevant Learning
- Scale **FAFSA and post-secondary application** completion. - Expand access to **work-based** learning experiences. - Close the remaining gap in **dual enrollment participation**. - Establish **tracking for CTE** pathway completion.	- Strengthen **credit monitoring and intervention**, especially for 9th and 12th graders. - Maintain gains in **attendance and discipline**. - Target supports for **chronically absent** students. - Sustain high compliance with **IEP** timelines.	- Accelerate **literacy growth** strategies across content areas. - Target **Algebra I and II intervention** and instructional support. - Prepare for high **SBAC participation**. - Implement supports to increase **ELL reclassification** outcomes once data is available.

Discussion