



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



**College &
Career for
All Fund**

2023-24 Measures N and H Update to Commission Inquiries from the 25-26 EIP presentation



Presented to Measures N and H Commission

May 6, 2025

DATA INQUIRIES

1. ENVISION



Commission Inquiries	Response
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience went down from 92% in 22-23 to 2% in 23-24.	The site only reported 1 internship for 12th grade. Their main internship program is for 11th graders. However, 40 of the 12th graders from 23-24 had participated in an internship at some point, just not necessarily in 12th grade.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course is 0%	23-24 12th graders did not take the introductory course, as the pathway was not fully established in their 10th grade. Envision felt that they cannot say the students attempted a “full completion of the CTE program” due to this. The students, however, took the concentrator and capstone courses and 16 of them passed both the concentrator and capstone courses.

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	91.0%	80.0%	78.4%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		Revised Pathway to change capstone and concentrator course	70.0%	31.4%

DATA INQUIRIES

2. OAKLAND SCHOOL FOR THE ARTS

Commission Inquiries	Response
SPED data 4.8% considered too low	<i>From Kevin: "I used the state data here but it looks like a couple of grade levels were too low for the state to report on so the number was artificially low. "</i> Data is changed to 12% per school's self-reporting
% LCFF data was showing 186.6%	Data updated to 20.3% per school's self-reporting



% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED
20.3%	0.0%	NA	0.2%	12.0%

DATA INQUIRIES

3. LODESTAR

Commission Inquiries	Response
Special Ed data shows 4.9%. During the presentation, school reports 17%.	updated to 14.3%. The state data file hides data when the student group is less than 11. When the data gets broken down by grade level, the groups often get smaller. Kevin Schmidke was using this data and doing a sum of grades 9-12. However, some of the data were missing because of the small group sizes which gave Kevin artificially low numbers. To update this, Kevin had to use the schoolwide number which avoids the small group sizes because it is not broken down by grade level.

% SPED

14.3%

DATA INQUIRIES

4. ASPIRE GOLDEN STATE PREP

Commission Inquiries	Response
Sped data 5.9% considered too low.	updated to 15.2%. The state data file hides data when the student group is less than 11. When the data gets broken down by grade level, the groups often get smaller. Kevin Schmidke was using this data and doing a sum of grades 9-12. However, some of the data were missing because of the small group sizes which gave Kevin artificially low numbers. To update this, Kevin had to use the schoolwide number which avoids the small group sizes because it is not broken down by grade level.

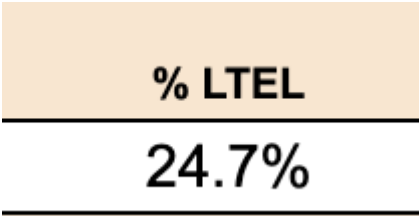
% SPED

15.2%

DATA INQUIRIES

5. OAKLAND UNITY

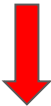
Commission Inquiries	Response
LTEL data is N/A, which is concerning since this is their focal population	Updated, data pulled from the CDE data file



DATA INQUIRIES

6. FREMONT HIGH

Commission Inquiries	Response
A-G completion rate is 60.4% but Fremont's presentation is 48.4%	Both numbers are correct. The difference is the denominator. For measure N we are reporting A-G completion as a % of graduates only. Using this method, 60.4 is the correct number. 48.4 is correct if you use all 12th grade students as the denominator which is what they must have pulled from the dashboard and reported.



A-G Completion Rate (12th Grade Graduates)	53.3%	64.1%	56.0%	60.4%
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Established by Measure N



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Community Schools, Thriving Students

Oakland Emiliano Zapata Street Academy

UPDATED Presentation with Responses to Reflection questions



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Overview of School

Student Enrollment: 86 (As of 03/03)

Highlights of Student Demographics

- Male: 42.9%
- Female: 57.9% (Focal)
- Oakland Residents: 92.9%
- SPED: 26.8%

Pathway Supporting Schoolwide Systems:

- CTM System
- Vertical Alignment
- P.D.T.
- WOW!

Other highlights:

- B2SSJF
- E.P.E.
- Career Day
- P.L.T.P.
- Catalyst Youth Network
- Staff & Students Stipends



Street Academy Pathway

Education, Child Development and Family Services Pathway

- Students Enrolled in Pathway by Grade
 - Freshman (9th) : 0%
 - Sophomore (10th) : 100% - Contemporary Issues in Education: An English 11 Course for Future Educators *Concentrator*
 - Junior (11th) : 100% - Exploration of Child and Adolescent Literature *Capstone*
 - Senior (12th) : 0%
- Amount of female students (Focal Population) in pathway:
 - Total: 26 Students (30%)
 - 10th: 14 (16%)
 - 11th: 12 (14%)

Education, Child Development and Family Services: Reflections on 2024-2025 so far...

Progress: What specific evidence of progress in *pathway development* are you most proud to highlight?

- Work Based Learning
- Workshop Wednesdays
- CTE Courses
- Implementation of our Goals and Actions supporting Program of Study, WBL and ISS

Pathway Name:

Reflections on 2024-25 so far

Question #2:

- What might be some challenges that you encountered in making progress toward your three-year goals?
 - The lack of mention in these documents related to these goals.
 - Limited amount of funds
 - Finding creative ways to use funds
 - Typical school stress

Pathway Name:

Looking Ahead to 25-26

Question #3:

- What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?
 - Street Academy will always push to give our students the proper education and life that they deserve
 - Regardless of what our planned goals or actions are, we will continue to prepare students for a life after high school
 - Some goals might take longer than others to achieve but we will achieve them in our own time

Get to Know Our Students & A Couple of Their Programs



Serves 15
students

Funded by M. H

Supports:
Childhood
Development



Serves up to 60 a
year

Funded by M. H

Supports:
WBL



Serves 3-5
Students

Not funded by M.
H

Supports:
Education & Child
Development

P.L.T.P.

Serves up to 15
students

Funded by M. H

Supports:
Whole School



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2025-2026 Measure N and H

Education Improvement Plan: Additional Data Information



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Street Academy Performance Data

Please address your **A-G rates, graduation rates, drop-out rates.** Please engage in a **root cause analysis as to the WHY behind the data.**

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data
Four-Year Cohort Graduation Rate	51.7%	28.6%	53.0%	18.2%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A
Four-Year Cohort Dropout Rate	10.3%	9.5%	9.8%	18.2%
A-G Completion Rate (12th Grade Graduates)	0.0%	20.0%	8.6%	0.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A
On Track to Graduate - 9th Graders	5.9%	TBD	16.0%	18.2%
9th Graders meeting A-G requirements	5.9%	TBD	16.0%	18.2%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	40.0%	63.6%	25.0%	62.5%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	9.1%	6.1%	Not Applicable Yet	8.3%
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	25.0%	TBD
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	15.0%	0.0%
CTE Participation (Continuation)*	N/A	N/A		N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	25.0%	TBD	25.0%	TBD
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	4.2%	50.0%	25.0%	TBD

- **Graduation Rate:** Our rate is low because 87% of entering students are behind in credits when they arrive to Street Academy.
- **Drop- Out Rate:** Dropout rate looks not too bad? Maybe don't need to explain
- **A-G Rates Low:** 87% of students enroll already behind in credits and requirements
- **The analysis as to why the data is behind is on the next slide.**

Data Analysis

Street Academy is not a continuation school. It's an Alternative high school that was created to prevent from dropping out of high school. The majority of the students who enter Street Academy from various OUSD comprehensive high schools during their 10th, 11th or 12th grade year, enter the school needing credit recovery. The dashboard data will show that the majority of Street Academy students are off track but they enter are school off-track.

The current A-G data doesn't align with what we're seeing on the ground. Students are completing courses that should be placing them on track, so our numbers should, at the very least, reflect that progress more accurately. The discrepancy suggests there may be an issue not with student performance, but with how the system is tracking or reporting that progress.

The data does not currently reflect the actual A-G completion rate due to incomplete student data that was provided to the district. We are actively compiling accurate student data that will demonstrate a significantly higher A-G completion rate and will provide this information as requested. In addition, since our school requires 230 credits to graduate. All of our students who graduate are A-G ready unless they get approved by the district to graduate with 130 credits.

Street Academy Pathway

Original Information shared with Committee:

- Students Enrolled in Pathway by Grade
 - *Freshman (9th)* : 0%
 - **Sophomore (10th)** : 100% - Exploration of Child and Adolescent Literature *Concentrator*
 - **Junior (11th)** : 100% - Contemporary Issues in Education: An English 11 Course for Future Educators *Capstone*
 - *Senior (12th)* : 0%

Please address the 0% Seniors participation in your pathway:

It's important to clarify that the 0% senior participation reflected in the data does not accurately represent the exposure our seniors, and indeed our entire student body, have to our Career and Technical Education. At Street Academy, our CTE pathway is intentionally integrated into our English curriculum. We offer one English 2 course, which serves as the Concentrator level, and one English 3 course, which is our Capstone. Due to this structure, there is no separate designated CTE course at the 12th-grade level. Therefore, the absence of seniors currently enrolled in a "CTE course" is by design, not a lack of engagement. Furthermore, this data point overlooks the significant CTE exposure our students receive through our robust Internship program and our comprehensive career and college exploration events, which are integral parts of our school-wide approach to career readiness.

Graduation rate reflections

Please address the difference in 23-24 graduation rates between EZ Street (18.2%), Bunche (59.7%) and Rudsdale (66.1%). What are the enabling conditions that can describe the gap?

Year	2023-24	2022-23	2021-22
Grad rates	18.2%	28.6%	51.7%

OUSD data shows an 18% graduation rate for the class of 24. If the statistic properly included students who completed their requirements in a fifth year, our graduation rate would actually be a 40% graduation rate. The current evaluation of our rate does not represent the positive work that we do. Most of our students are severely “off track” when they enroll at OEZSA. (severely deficient in credits and grade point average severely below 2.0) Although we are categorized as an Alternative school, the graduation requirement for OEZSA is completion of 230 credits, A-G completion and Grade Point Average no lower than a 2.0. Therefore many of our students require additional time that could be up to a year to fulfill the graduation requirements.

Connection with your EIP

How are the investments you made in your Measure H EIP addressing the challenges you have noted?

The Measure H allocations are invested to support the following things

- Stipends for teachers who working outside of contracted hours.
- Internship and College Readiness Coordinator
- Work Based Learning programing related to Pathway (ArtEsteem, Catalyst, Leadership Training Program, and Take Time to Think.)
- Stipends for students who participate and excel in programing.

Connection with your EIP

How are the investments you made in your Measure H EIP addressing the challenges you have noted?

Our Measure H allocation is strategically invested in key areas that directly aim to overcome the challenges identified in our EIP regarding dual enrollment and broader pathway support.

- Addressing the first challenge of **meeting dual enrollment enrollment requirements**, a significant portion of our Measure H funds supports our **Internship and College Readiness Coordinator**. This dedicated role is crucial in proactively recruiting and guiding students towards dual enrollment opportunities within our Education, Child Development, and Family Services pathway. Their focused efforts on individual student advising, outreach, and ensuring students are well-prepared for college-level coursework directly work to increase enrollment numbers and make dual enrollment more accessible, despite our small school size and fluctuating attendance. Furthermore, our investment in **Work-Based Learning (WBL) programming**, also supported by Measure H funds, indirectly addresses this challenge by providing students with valuable real-world experience and making the connection to post-secondary education more tangible and appealing.
- Measure H allocation for **out-of-contract work for our staff who engage in pathway-related planning and preparation** is directly relevant. This funding allows our dedicated College and Careers department staff, and potentially other faculty, the necessary time to develop a comprehensive board-approved proposal by conducting thorough research for meetings with East Bay University staff to present a strong partnership case, while also exploring creative dual enrollment models suited to our unique enrollment context. Funding for the **Internship and College Readiness Coordinator** also plays a vital role in this second challenge by serving as a central point of contact and driving force for these external collaborations. Their dedicated focus ensures consistent follow-up and progress on these crucial next steps.
- While not directly linked to external partnerships, our investment in the Education, Child Development, and Family Services pathway ensures a rigorous, relevant curriculum, making dual enrollment a logical next step. Student stipends further incentivize engagement, potentially boosting interest in continued education through dual enrollment.

Discussion