



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

**Together, We Are Building**

a full-service community school district that serves the whole child,  
eliminates inequity and provides each child with an excellent teacher, every day.

# Oakland Unified School District

## Eliminating the Expectation Gap

October 23, 2013

Presentation by:

**Kevin Taylor, High School Network Executive Officer**

**Gretchen Livesey, Director, Linked Learning**

**High School Tactical Team**

# **Lee Benson (1 of the 2,413 seniors in OUSD)**

McClymonds High School 12<sup>th</sup> Grade Student

1. Significant factors in development
2. Personal challenges
3. Site support that got me to focus on college and career
4. Questions for the Board

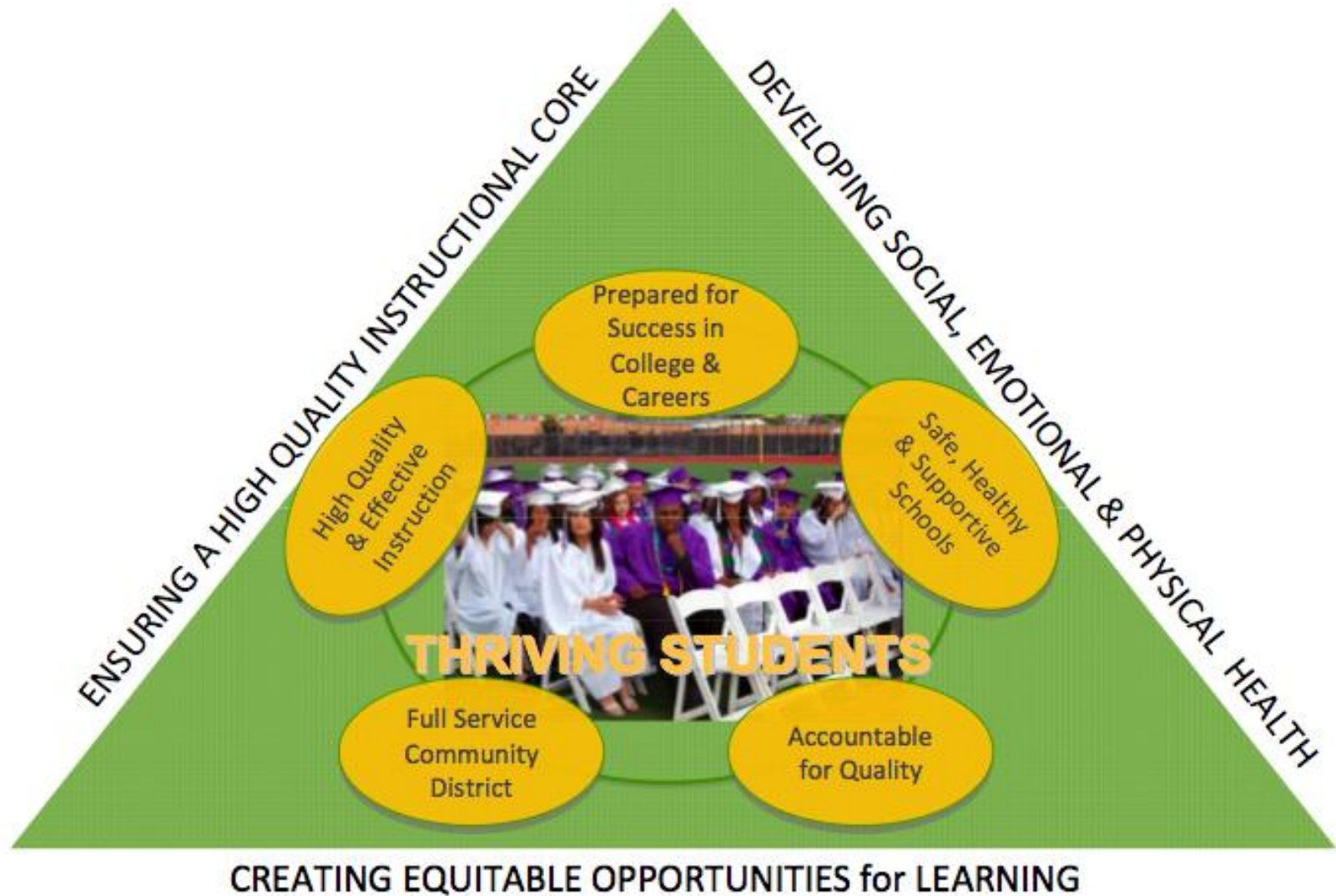
## McClymonds High School – Snap Shot

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- Full Service Community School
  - Social, emotional and physical health supports on campus
  - 15+ Community Based Organizations on campus
- Increase in rigor
  - 7 Advanced Placement courses (up from 2 in 2011)
  - Project Lead The Way – Principals of Engineering – Science Technology Engineering Mathematics (STEM) Corridor
- Increase in student achievement
  - 28 point API growth directly correlated to 48% California High School Exit Exam pass rate improvement
  - 32.6 % growth overall on Scholastic Reading Inventory
  - 21% decline in chronic absences

# OUSD Strategic Plan

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## Strategic Plan and Systemic Priorities

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### **Ensuring a High Quality Instructional Core**

- Common Core (English Language Arts and mathematics) and Next Generation Science Standards
- Academic literacy across the curriculum
- Linked Learning

### **Developing Social, Emotional and Physical Health**

- Social Emotional Learning

### **Creating Equitable Opportunities for Learning**

- Transforming School Cultures – Voluntary Resolution Plan
- Special Education and English Language Learners

# Oakland Unified School District Graduate Profile



**“Our graduates are college, career, and community ready!”**

# OUSD High School Theory of Action

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If we expand and enrich learning structures and time in alignment to new standards for educators and students, **and**

If educators enact high quality interactive instruction using grade level text and college and career aligned tasks, **and**

If we engage **every** student in:

## **1. A Robust College Readiness Core**

- ✓ A-G college prep academic core emphasizing real world applications
- ✓ An intentional focus on academic literacy
- ✓ Instruction aligned to Common Core and Next Generation Science Standards

## **2. A Strong Career Academy/Pathway**

- ✓ A technical core of three or more courses meeting industry standards
- ✓ Work-based learning
- ✓ Personalized student supports

**Then Oakland Unified School District students will graduate  
College, Career and Community ready**

## 2012 OUSD Overall Graduation Rate

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**62.6%** for district high schools only, up from **60.7%** in 2011 **(+1.9%)**

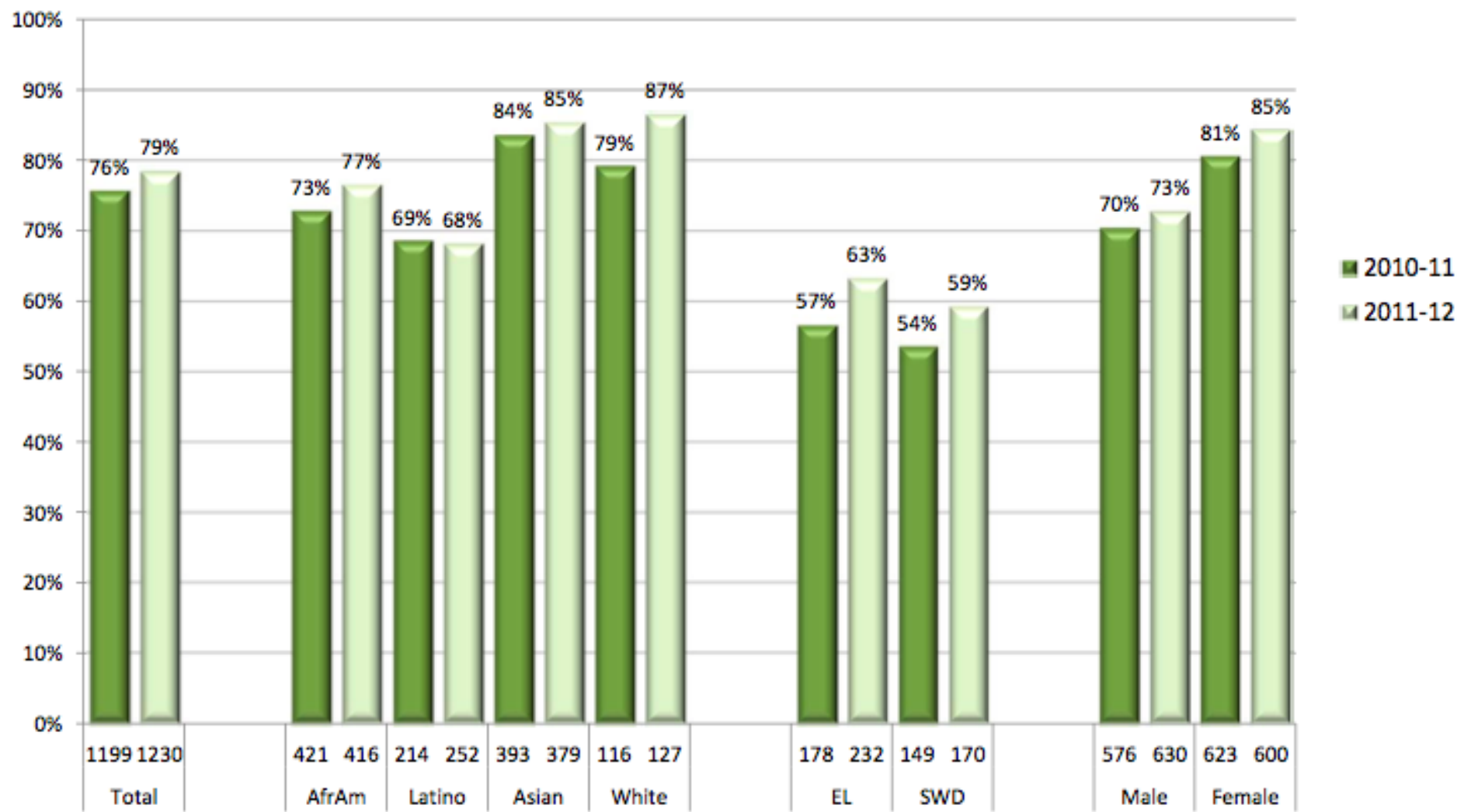
Strong gains for:

- African American males (+4%)
- Latino females (+4.7%)
- English Learners (+4.6%)
- Students with Disabilities (+1.7%)

273 OUSD students who did not graduate with their cohort are still in the system. They are persisting with the likelihood of graduating.

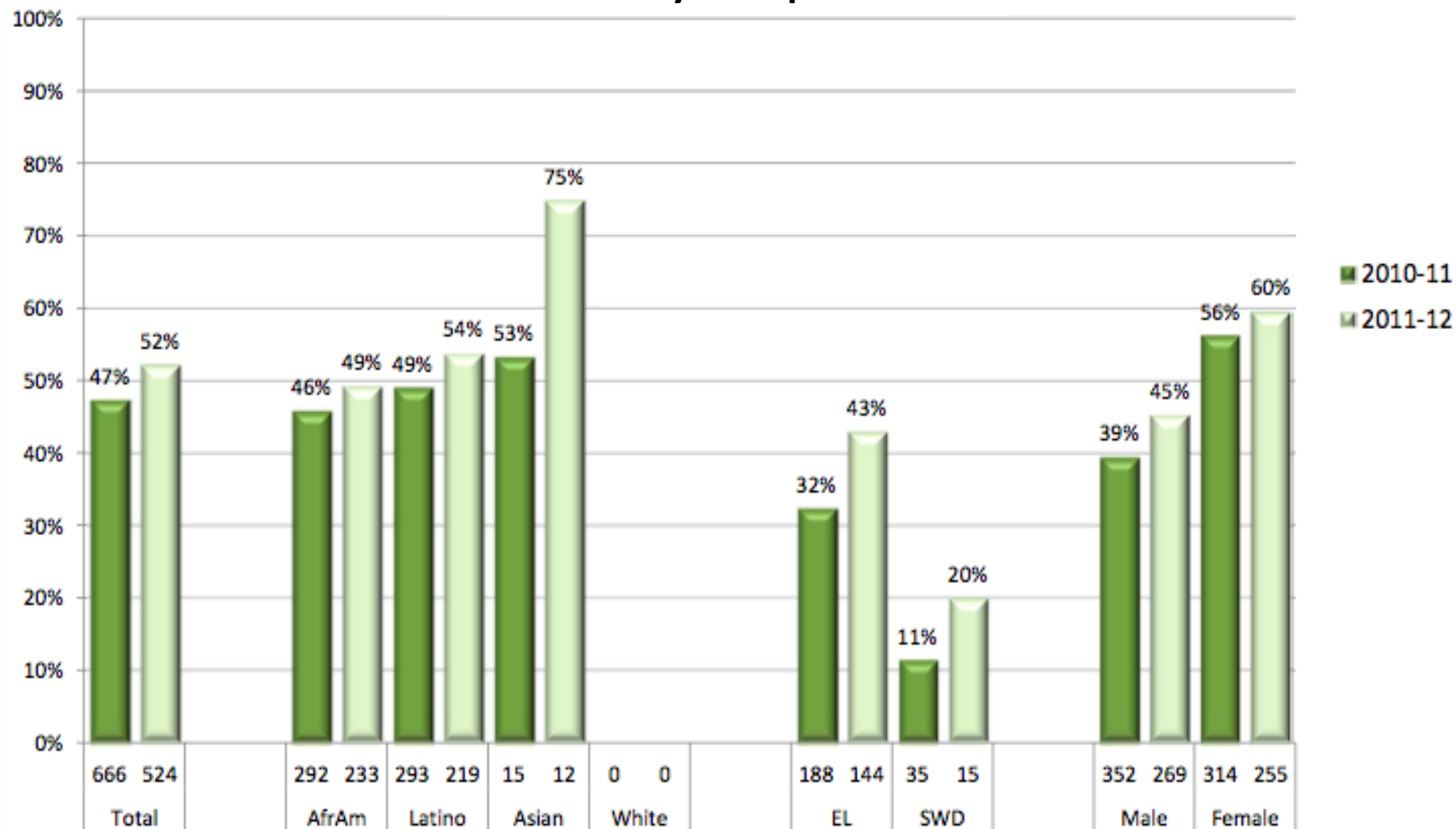


# 2011 & 2012 Cohort Graduation Rate LARGE HIGH SCHOOLS By Group

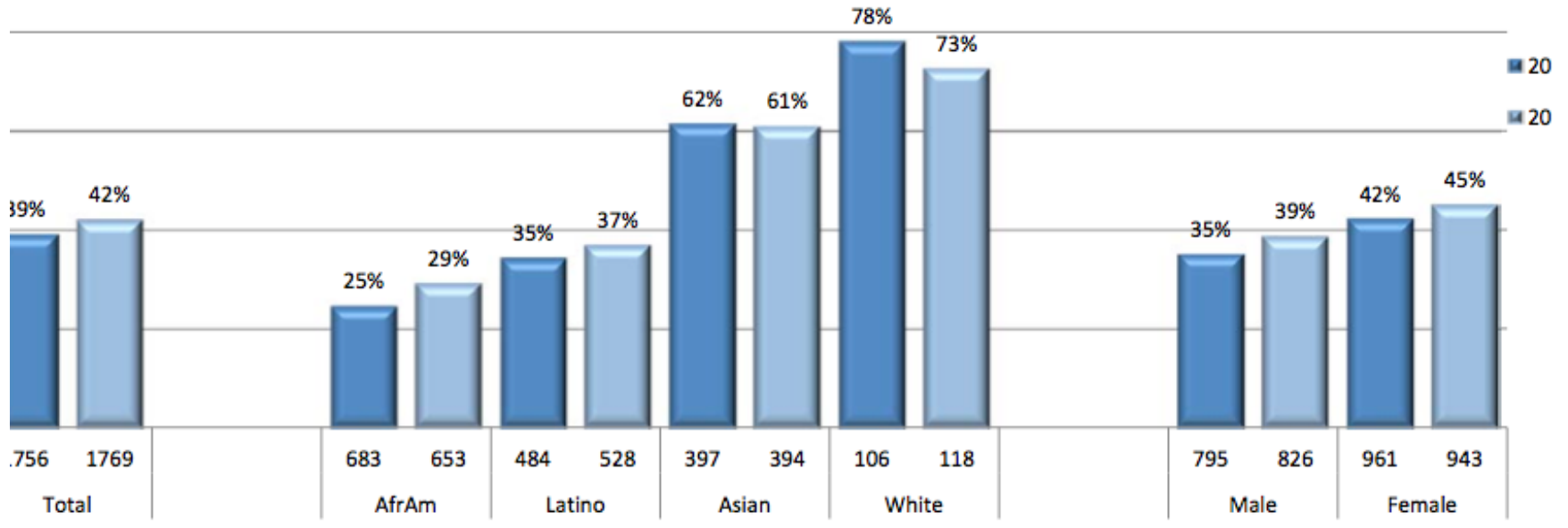


# 2011 & 2012 Cohort Graduation Rate

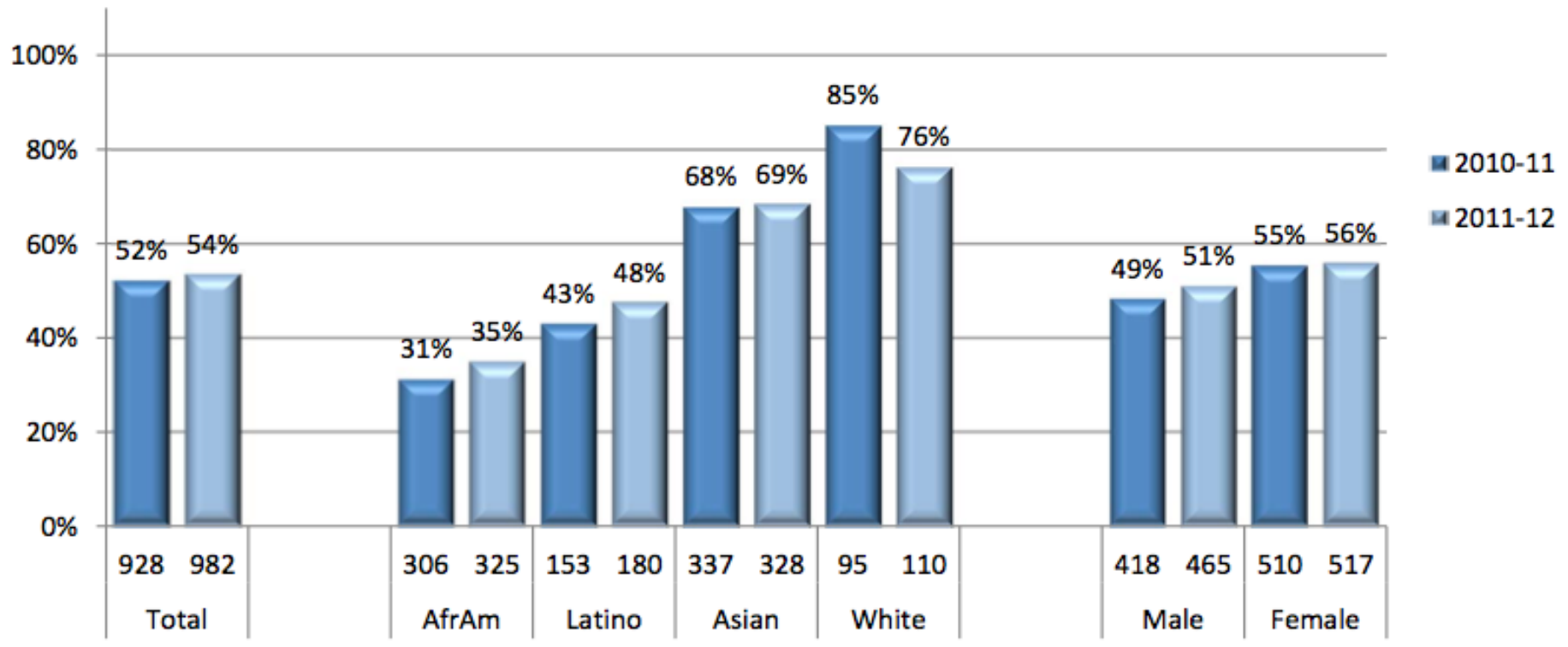
## Board Priority High Schools By Group



# **A-G Completion Rate among Gr 12 Graduates** **ALL OUSD HIGH SCHOOLS** **By Group**



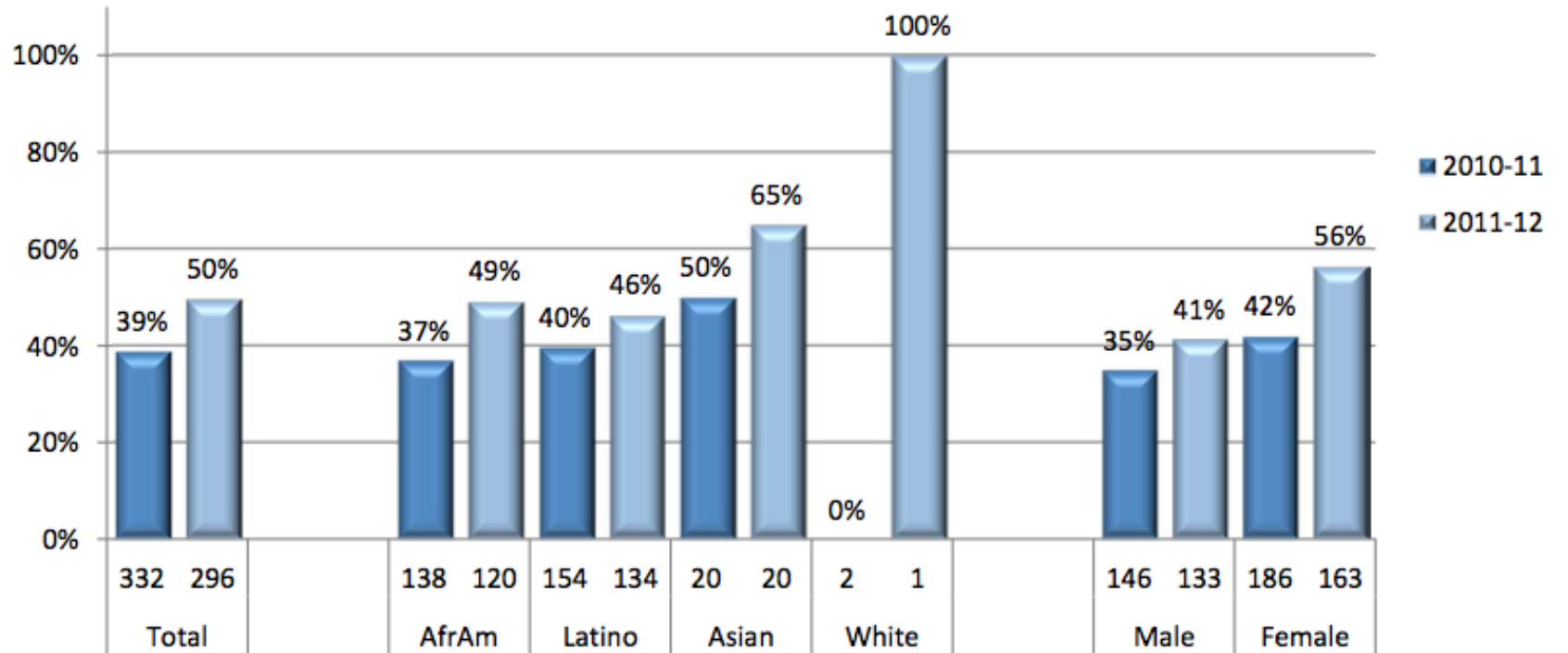
# A-G Completion Rate among Gr 12 Graduates LARGE HIGH SCHOOLS By Group



# A-G Completion Rate among Gr 12 Graduates

## Board Priority High Schools

### By Group



# What are the differences between large High Schools and our Board Priority High Schools?

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- Environmental factors and demographics  
Violence, air quality, food deserts, life expectancy
- Significant numbers of students making an affirmative choice to attend big high schools
- Large variety of courses offered – both academic and elective, including Advanced Placement; multiple pathways/academies
- Stronger percentage of students evidence grade level literacy

# Linked Learning Pillar #1: A College Prep Academic Core Emphasizing Real World Applications

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New school-based improvement strategies this year for implementing the Common Core:

- Instructional Leadership Teams (ILT)
- Three Common Core Aligned Instructional Shifts
  - Focus on quality academic discussions
- Secondary Literacy Collaborative
  - Focus on 9<sup>th</sup> grade

## Linked Learning Pillar #2: A Technical Core of Courses Meeting Industry Standards

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Career Technical Education (CTE) courses are being aligned to new, rigorous CTE standards. Increasing numbers of CTE courses in OUSD are meeting University of California / California State University A-G requirements.

Pathway level advisory boards will be supported by district level partnership councils in industry sectors. The partnership council for the health industry was launched this year. These bodies ensure that pathway CTE curricula meet industry standards.

OUSD is working with the Career Ladders Project to create pathways to community college where students can earn “stackable” certificates within their pathway industry sector. Life Academy is working with Merritt College; Skyline Computer Academy with Berkeley City College.



# Linked Learning Pillar #2: A Technical Core of Courses Meeting Industry Standards - EXAMPLE

Grade Level	Course Sequence	Community and Industry Partners
9	<b>Biological Connections to Energy and the Environment</b>	Peralta Colleges, East Bay Green Corridors Network, Students for Environmental Energy Development, Sungevity, Berkeley Energy and Resources Collaborative, Chabot Space and Science Center, SightWorks Architecture & Interior Design, ETIC Engineering, Energy Bioscience Institute, Amyris Inc., Sirona, Alameda County Office of Education, Cal EPA Region IX, East Bay Regional Parks District
10	<b>Introduction to Renewable Energy</b>	
11	<b>Physics of Energy Science</b>	
12	<b>AP Environmental Science or Sustainable Systems</b>	



**Green Energy Academy  
at Skyline High School**

## Linked Learning Pillar #3: Work Based Learning

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Oakland Education Cabinet is newly focused on supporting College and Career Readiness, especially work based learning (WBL). Student WBL opportunities build from guest speakers and study trips to job shadows and paid internships.

This summer, over 150 OUSD students participated in paid internships through OUSD's Exploring College and Career Options program, which will be expanded to serve many more youth next year.

The mayor is hoping to recruit graduates from Linked Learning pathways, especially in allied health and law/public safety, to the police cadet program, provided they enroll in a related community college or four year college pathway/major.

## Linked Learning Pillar #4: Personalized Student Supports

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With the support of the i3 grant, all ninth grade students at the Board Priority high schools will initiate digital College and Career Plans within the first 90 days of school; ninth graders at all other high schools will initiate their Plans at the end of the first semester. These digital plans will be used by students with advisors throughout high school.

African American Male Achievement – Manhood Development Program offers strategic supports and enrichments.

Social emotional learning standards are understood and practiced by staff and students.

Every high school has a system and structure to incorporate student voice into decision making at all sites.

## Linked Learning Pathways Strengthen Graduation Rates

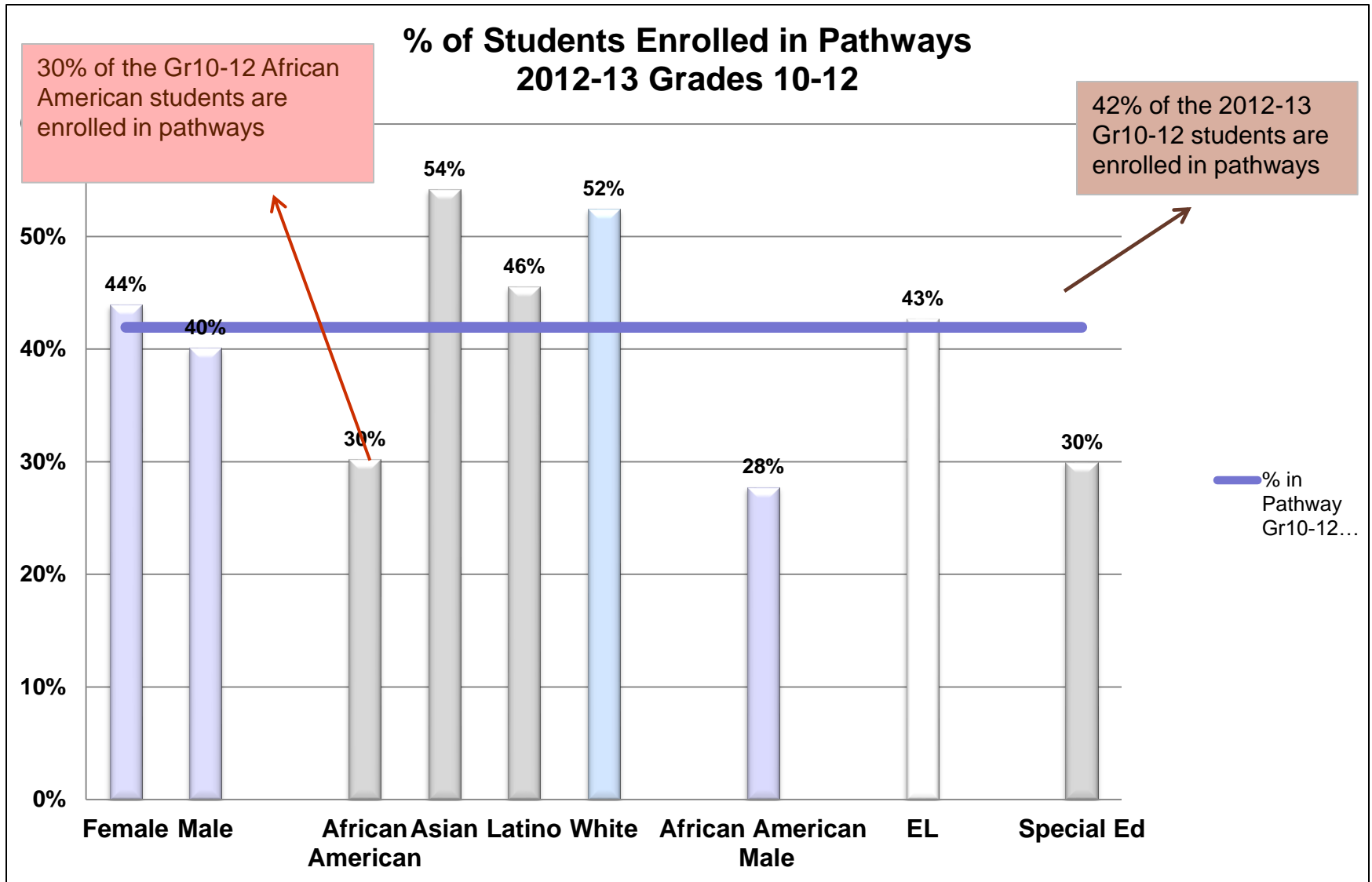
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Of the OUSD class of 2012,

84.2% of students **in pathways** graduated;

58.3% of their peers **not** in pathways graduated.

# Student Numbers and Demographics in Linked Learning Pathways



# OUSD Pathway Growth

Black – Pre-Strategic Plan

Green – Growth

High School	Pathway(s)	High School	Pathway(s)
Oakland High	Visual Arts and Academics Magnet Environmental Science Academy Project Lead the Way Public Health	Skyline	Computer Science Education Academy Performing Arts Green Academy Sports & Exercise Science Business Leadership and Finance
McClymonds	Engineering and Design: Project Lead the Way - NAF		Multimedia Academy
Oakland Tech	Computer Science Health Academy Fashion and Design Engineering	Madison Park	Business and Finance NAF Digital Design NAF
Castlemont	Sustainable Urban Design Academy	Coliseum College Prep Academy	BUILD/Entrepreneurship Health Social Justice
Life Academy	Health and Bioscience	Dewey	Sports and Fitness
Fremont:	Architecture Academy Media Academy Mandela Law Academy	MetWest	Media Alliance Social Entrepreneurship

## Linked Learning Pathway Growth

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OUSD is supporting the development of the following pathways:

- **Madison Park:** Business and Finance and Digital Design pathways supported through the National Academy Foundation
- **McClymonds:** Engineering and Design – National Academy Foundation
- **Castlemont:** Public Health and/or Engineering and Advanced Manufacturing – currently being developed
- **Bunche:** Hospitality and Tourism Academy
- **Rudsdale:** Green Construction and Design

**Support provided:** funding for staff, curriculum, and materials through Regional Occupation Program state apportionments, Carl Perkins Career Tech Ed; internal coaching; technical assistance; professional development.

“It is the balance of hard work and aspiration that enables dreams to take flight”



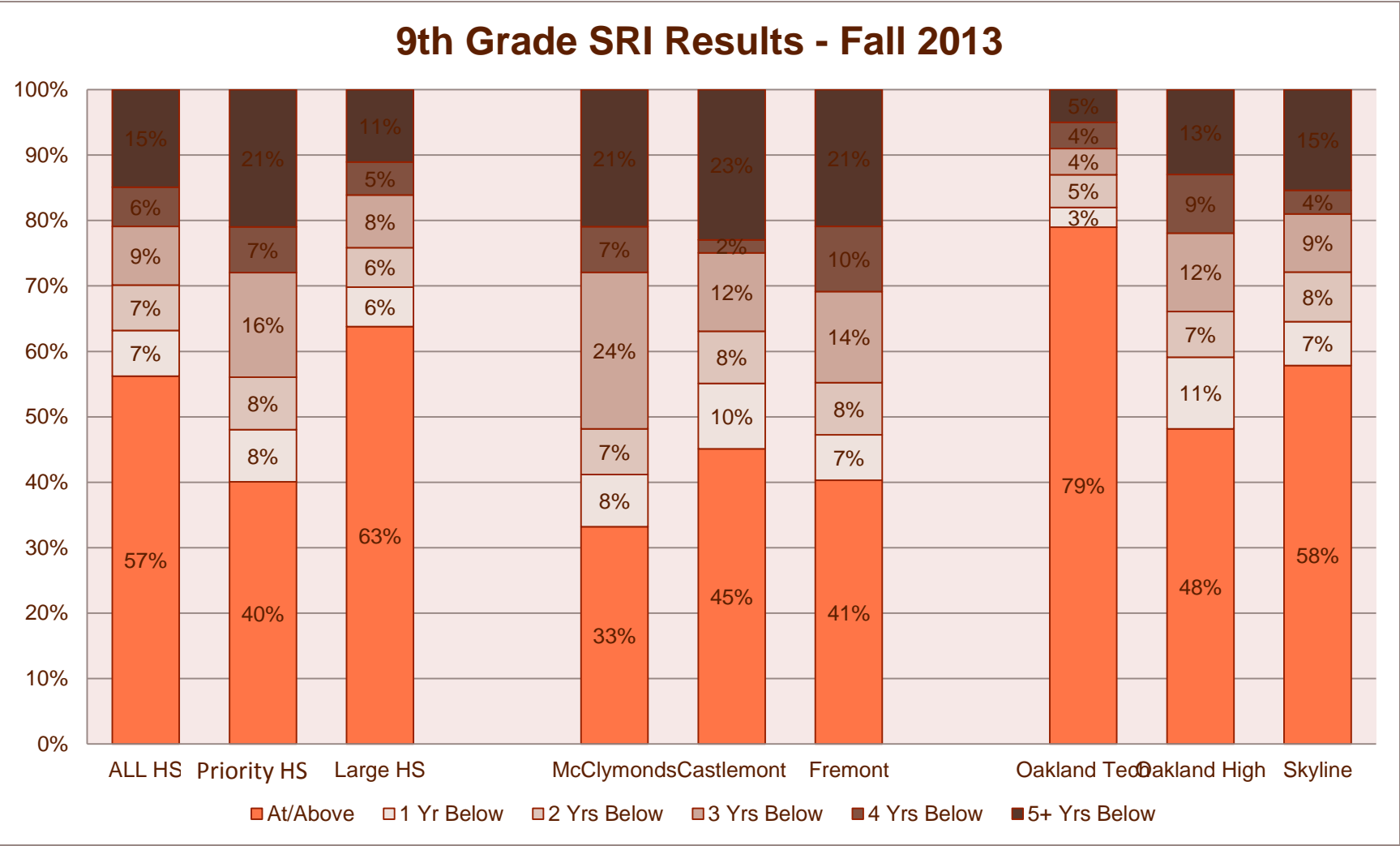
## High School success is closely linked to 8<sup>th</sup> grade reading performance

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- ✓ third-grade reading level influences eighth-grade reading performance,
- ✓ eighth-grade reading performance influences ninth-grade course performance.
- ✓ ninth-grade course performance influences high school graduation rates and college enrollment.

Source: Reading on Grade Level in Third: How Is IT Related to High School Performance and College Enrollment? Joy Lesnick, Robert M. Goerge, and Cheryl Smithgall, Chapin Hall at the University of Chicago

# Current ninth grade Scholastic Reading Inventory data



## OUSD High School Stretch Goals For Current 9<sup>th</sup> Grade

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Stretch Goal	Current Reality
80% 4-year cohort graduation rate	The graduation rate of the class of 2012 was 62.6%
80% student engagement in Linked Learning Pathways by 2015	42% of students in grades 10-12 were engaged in Linked Learning Pathways in 2012-13
80% UC / CSU A-G completion rate	The UC / CSU A-G completion rate for the class of 2012 was 42%
80% of students at grade level on high school Scholastic Reading Inventory (SRI)	57% of current 9 <sup>th</sup> graders are reading at grade level

# Multiple Initiatives Initiated and Targeted Class Impacted

Initiative	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Transcript Review	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class	7 <sup>th</sup> Class	8 <sup>th</sup> Class
Health Clinic	1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class	7 <sup>th</sup> Class
A-G for All				1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class
Strategic Reading				1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class
Manhood Classes				1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class
Small Learning Community				1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class
100% PSAT/SAT				1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class
SpringBoard Board Priority Schools					1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class
SRI Reading Targets					1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class
On-line using APEX					1 <sup>st</sup> Class		
Summer School for All					1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class
Reduce Suspension			VRP			1 <sup>st</sup> Class	2 <sup>nd</sup> Class
9 <sup>th</sup> Grade CCR Plan						1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Specialists for Board Priority Schools (ELA + Math)						1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Acceleration Board Priority Schools						1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Linked Learning					80% Goal		

## Audacious Goal!

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The Broad Prize is awarded to the large urban school district that shows the highest academic performance and improvement while closing achievement gaps:

- Houston, 2013 winner, improved grad rate by 12 points in four years.
- Miami-Dade, the 2012 winner, improved grad rate by 14 points in four years.

OUSD's goal is to improve the graduation rate  
by 17.4 points in four years

## To meet our goals we need MORE:

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- Course and Credit Opportunities
- Student Support Opportunities
- Teacher Professional Development
- Teacher Collaboration Time
- Leadership Team Development
- Expanded Community Partnerships
- Student Input Regarding Instruction and Supports

This will require additional funding, creative thinking about school schedules, and intentional development of both leadership and community partnerships.



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