



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent Report



Presented by Vanessa Sifuentes

Presented to Measure N Commission

November 1, 2022

Key Outcomes:

- Provide updates relevant to HSLLO Dual Enrollment progress and strategy for '22-'23

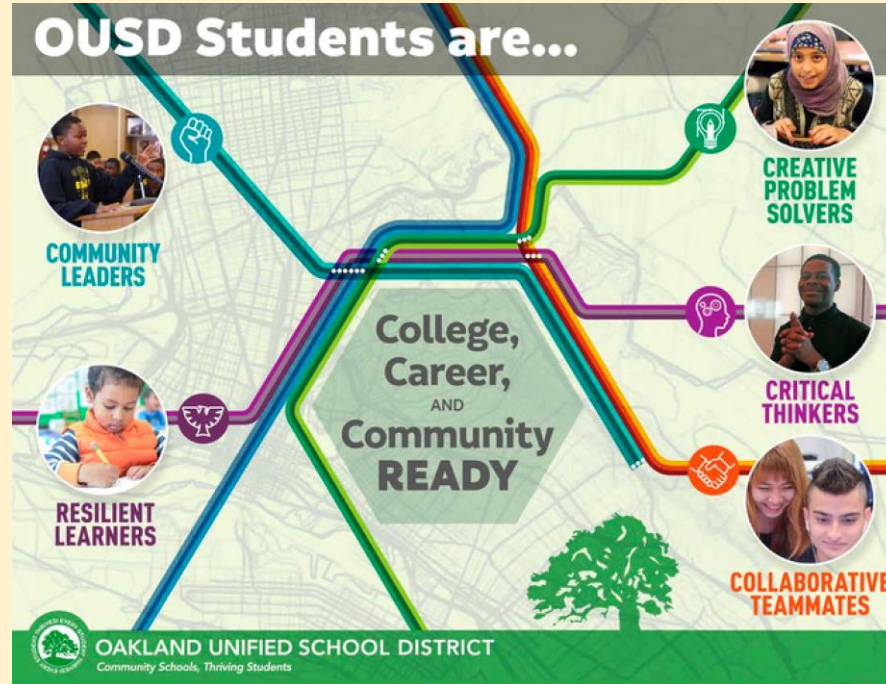
HSLLO Vision for Dual Enrollment

Click here to visit our [OUSD DE website!](#)

of courses offered:
Fall 2022: 59 courses
Spring 2023: 60+ courses projected

of participating students:
Fall 2022: 1,456
Spring 2023: TBD

% of students earning college credit (grades of C or better):
81% average pass rate since 2015



OUSD Dual Enrollment Team

- **Leslie Hsu Freeman**, Manager, Dual Enrollment
- **Fatima Ghatala**, Specialist, Dual Enrollment
- **Peralta Community College (monthly group):**
 - Stephanie Droker, Interim Deputy Chancellor
 - Albert Maniaol, PCCD Director of Academic Affairs
 - Rebecca Opsata, VP of Instruction, Laney College
 - Elizabeth Maher, Dean of Instruction, Laney College
 - Denise Richardson, VP of Instruction, Merritt College
 - Lisa Cook, Dean of Liberal Arts & Science, Berkeley City College



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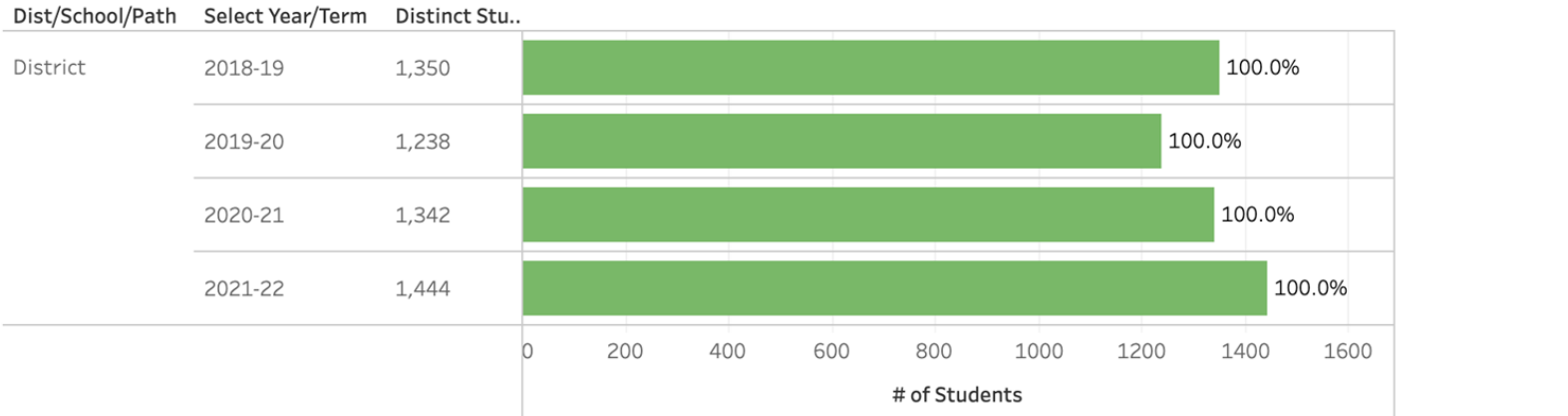


Historical Data for OUSD Dual Enrollment

Dual Enrollment Demographics

View by Year/Term: Year
Select Year/Term: (Multiple values)
View by Dist/School/Path: District
Select Dist/School/Path: District
View by Subgroup: All Students

Counts by All Students



Dual Enrollment: Highlights

- **~7,000+ students (14,000+ course enrollments)** since Fall 2015
- **550+ Dual Enrollment College courses**, taught by 130+ Peralta instructors, to 15 OUSD high schools + YAP
- **More students earn college credit via DE than AP**
- **Dual Enrollment has expanded college access to underserved students** in schools where few students participated in AP courses or Concurrent Enrollment
- **OUSD DE participants have saved millions in future college costs:**
 - ~\$19 million at CA community colleges,
 - ~\$23 million for CSU's,
 - ~\$30 million for UC's
- ***OUSD Dual Enrollment in the news!***
 - *High School Students Benefit from Taking College Courses...*
 - *Linking High School and College: What's Next for Dual Enrollment in California*
 - *Dual Enrollment's Great Promise*



Dual Enrollment: OUSD Enrollment Data

OUSD DE Data Dashboard:
click [here](#).

	F '15	S '16	F '16	S '17	F '17	S '18	F '18	S '19	F '19	S '20	F '20	S '21	F '21	S '22	F '22
DE Enrollment	15 courses 348 students	16 courses 458 students	33 courses 855 students	39 courses 105 students 4 students	45 courses 112 students 4 students	41 courses 1098 students	40 courses 1079 students	47 courses 1217 students	37 courses 969 students	44 courses 1,005 students	44 courses 1,123 students	47 courses 1093 students	49 courses 1275 students	57 courses 1333 students	~59 courses ~1456 students
DE Demographics	AA: 6.5% Lat: 6.4% Asian: 2% FRPL: 6.5%		AA: 9.5% Lat: 10.9% Asian: 9.7% FRPL: 10.5%		AA: 13.2% Lat: 15.2% Asian: 19.4% FRPL: 16%		AA: 11.8% Lat: 15% Asian: 18% FRPL: 16%		AA: 11% Lat: 13.8% Asian: 12.9% FRPL: 14%		AA: 10.9% Lat: 13.7% Asian: 13.2% FRPL: 13%		TBD	TBD	TBD
DE Pass Rates (C/P or +)	80% (279)	84% (387)	82% (713)	79% (848)	79% (883)	83% (914)	89% (955)	82% (998)	80% (773)	68% (691) 29% EW's	73% (815) 21% EW's	78% (839) 15% EW's	79% (1005) 10% EW's	85% (1128) 5% EW's	TBD
AP Pass Rates (3+)	31% (of those enrolled) 518 students (out of 1,660)		35% 563 students (out of 1,578)		42% 698 students (out of 1,666)		40% 681 students (out of 1,690)		TBD		TBD		TBD		TBD

2021-2022 LCAP Focal Student Performance

% Students earning college credit (grades A,B,C)

	Overall District	African-American	Latino	Pacific Islander	English Learner	Foster Youth	Unhoused Youth	SpEd
Fall 2021	81.2%	74.6%	79%	77.7%	67.1%	66.7%	N/A	59.4%
Spring 2022	84.6%	85.6%	81.8%	80%	71.6%	50%	N/A	87%

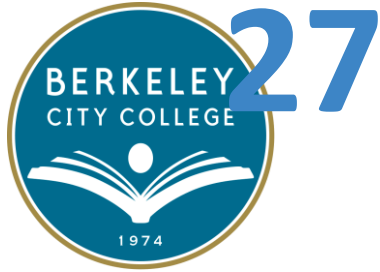
HSLLO Dual Enrollment Goals: 2022-2023

- **2,000** students participate in Dual Enrollment
- **90%** of students in DE courses earn college credit (grades of C or better)
- Supporting new DE programming for **Fall 2023**
- Negotiate & board approve **2023-2026 CCAP**

Fall 2022 Courses

12

1



All but 7 DE courses are fully in-person

(as compared to 50% of PCCD courses remaining virtual)

Fall 2022 DE Participation

1

1,456 students enrolled

82 students from OUSD Young Adult Program

2

9 DE courses taught by OUSD/
Peralta Adjunct Instructors

3

1+ courses at 100% of
comprehensive HS

4

Expanded DE Programming for
Newcomer students (ESOL)

Areas of Strength:

Participation in DE is optional yet all high schools have participated, most for at least 5 years.

Areas for Improvement:

Consistent participation of AltEd high schools.

Systems and Support Structures

School Structures

- Each high school has **Dual Enrollment Coordinator**; not a FT position.
- Each course has **Point Person**; supports students & liaison for instructor.

Student Access

- All **OUSD high schools** and all **OUSD HS students** invited to participate; no restrictions
- **High schools request courses via survey** in December, for next academic year.

Student Success

- **[NEW!] Auto-populating Enrollment Rosters** - saves schools countless hours on Peralta enrollment
- **[NEW!] Mid-semester grade checks**
- **Student enrollments** systematically coordinated b/t OUSD, HS's, and Peralta
- **Course Agreement Meeting** before each course begins
- **Student recruitment, orientation** and original OUSD resources to support students

Grade Reporting

- **[NEW!] OUSD Mass DE Grades Upload**, 1,000+ batch transcript entries
- **Data sharing**, e.g., final grade rosters & surveys, shared with OUSD & high schools.
- **Peralta Courses A-G Transcript Guide** ([click here](#)) for school counselors; a-g, UC/CSU transferability.



Grant & Partnership Opportunities 2022-2023

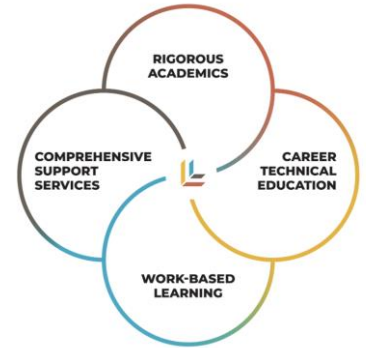
- **Bill & Melinda Gates Foundation: [Accelerate\[ED\]](#)**
- [Golden State Pathways](#)

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">→ Opportunities for students to experience the following in collaboration with their Pathway Teachers and Post-Secondary Transition team:<ul style="list-style-type: none">◆ 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-→ Dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan	<ul style="list-style-type: none">→ 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:<ul style="list-style-type: none">◆ 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	<ul style="list-style-type: none">→ 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 sessions→ 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

Connection to Measure N



- HSLLO's work in Dual Enrollment support Focal Areas 1 and 2 and implicitly support 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**

Questions?