



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# High School Network Superintendent's Report



Presented by Matin Abdel-Qawi

Presented to Measure N Commission

March 1, 2022

OAKLAND UNIFIED SCHOOL DISTRICT  
**STRATEGIC PLAN**  
**FOR 2021 - 2024**

## INITIATIVE #1

# Ensuring Strong Readers by the Third Grade

Focus Area 1:

**Get aligned**

Focus Area 2:

**Put families in the driver's seat**

Focus Area 3:

**Invest in our educators**

Focus Area 4:

**Use data to make the best decisions**



## INITIATIVE #2

# Supporting **Empowered** Graduates

Focus Area 1:

**Empowered students prepared for post-secondary success**

Focus Area 2:

**Developing systems of personalized supports**

Focus Area 3:

**Integrated real world learning**

Focus Area 4:

**Strengthen high school preparation**



## INITIATIVE #3

# Creating Joyful Schools

Focus Area 1:

**Center and listen to youth and families**

Focus Area 2:

**Culturally responsive and linguistically sustaining practices**

Focus Area 3:

**Investing in restorative practices**

Focus Area 4:

**Ensuring inspiring learning environments**



## INITIATIVE #4

# Growing a Diverse and Stable Staff

Focus Area 1:

**Strengthen partnerships**

Focus Area 2:

**Strengthen pathways**

Focus Area 3:

**Strengthen affinity-based support structures**

Focus Area 4:

**Strengthen conditions for educator learning & professional growth**



# Supporting Empowered Graduates

## Developing Essential Skills to Secure Post-Secondary Success

Oakland's vision of powerful graduates is one in which students are empowered with skills, knowledge, and opportunities, along with having a clear vision for themselves. This requires strengthening high school preparation and providing more opportunities in grades 6-12 to develop the essential skills necessary to transition and thrive in a post-secondary opportunity.

Students will engage in integrated, interdisciplinary, authentic, and relevant work with peers and industry partners as well as develop, practice, and deepen career technical, academic and applied skills and knowledge and will thus graduate with employable technical skills and college eligibility. They will practice being resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers in workplaces, civic spaces, and other venues where they can tackle real-world problems.

Education will occur in and outside the classroom in partnership with community-based organizations, local agencies, city and private industry partners; opportunities and relationships between students and partners will sustain beyond high school. These are opportunities to be found throughout Oakland and the Bay Area. Learning can expand beyond the classroom walls, in both physical and virtual spaces. Our students should benefit from music lessons, language lessons, museum and college visits, science exploration, and internships available throughout the greater community. The whole Bay Area can be a classroom if we are all aligned around a shared commitment to educating our children. Schools will be identified for deep, personalized, sustained infrastructure to support and serve the site specific needs of students, families, and educators. It is part of our mission to be a Full Service Community District focused on serving the whole child.

## SUPPORTING EMPOWERED GRADUATES

# Focus Areas

### Focus Area 1

## Prepare students for post-secondary success

Aligning systems to ensure students are able to earn certifications, college credit, and/or apprenticeships through the completion of a pathway and increasing the number of students transitioning successfully to a post-secondary opportunity

### Focus Area 2

## Develop systems of personalized supports

Investing in and creating systems of targeted supports for our most marginalized students

### Focus Area 3

## Integrate real world learning

Deepening the integration of career technical education and work-based learning opportunities with our core content areas within and outside of school walls to ensure a relevant and authentic learning experience for students

### Focus Area 4

## Strengthen high school preparation

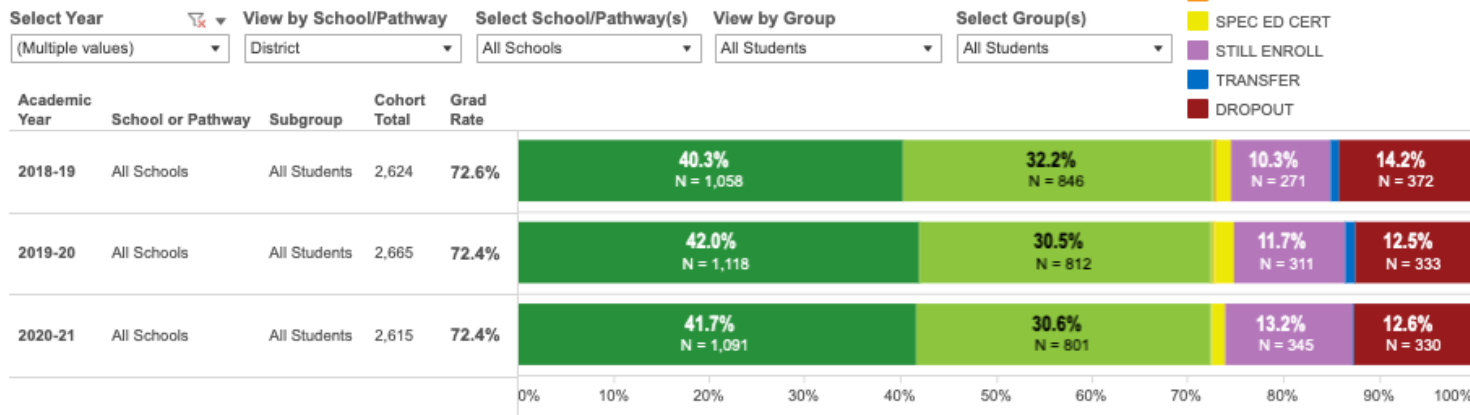
Ensuring middle grade students are prepared for high school by strengthening our emphasis on challenging and relevant curricula with support for students' academic and developmental needs

# Post Secondary Readiness Update

# How are our OUSD Graduates A-G Ready?



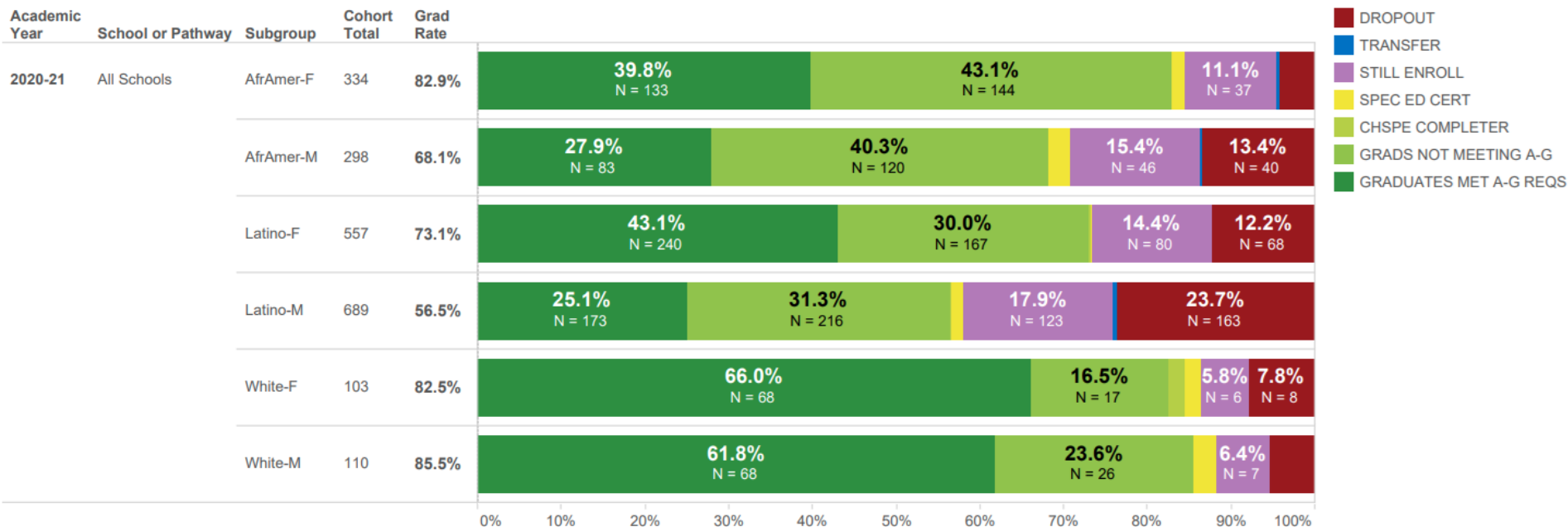
## Cohort Graduation & Dropout



Despite the pandemic, A-G Readiness rates are slightly improved overall, though much work remains.

# A-G Readiness by Ethnicity & Gender

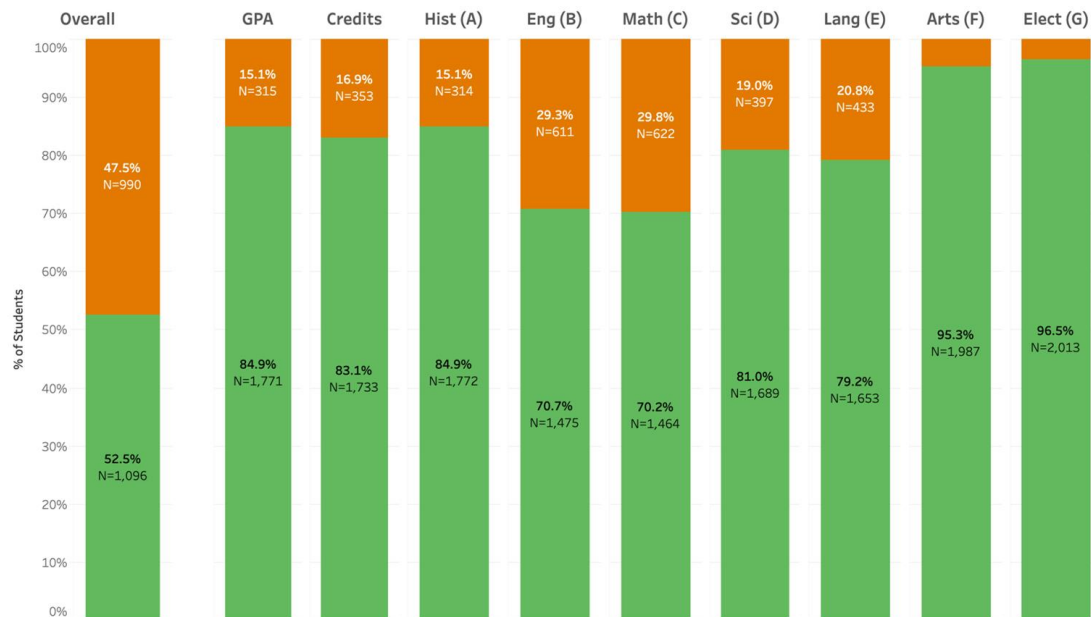
## Comparison WS





# How we progress monitor

Academic Year 2021-22	Select School (Multiple values)	Grade Grade 12	Pathway (All)	Ethnicity (All)	Gender (All)	Home Language (All)	Status
English Fluency (All)	EL Year (All)	EL Year Group (All)	Special Ed Status (All)	Free/Reduced Lunch (All)	Foster Status (All)	Homeless Status (All)	<div>Off-Track</div> <div>On-Track</div> <div>N/A</div>



Current 12th  
grade,  
Comprehensive  
High Schools

# Schools To Learn From: On-Track to Graduate Class of 2022

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	High School Network-Wide	Fremont HS	Oakland High	Skyline HS
<b>12th (21-22)</b> Semester 1	43%	47%	57.2%	60.6%
<b>11th (20-21)</b>	43.3%	30.2%	53.4%	53.5%
<b>10th (19-20)</b>	43.1%	30.9%	54.3%	49.1%

# Key Actions & Strategies

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- Central Credit Recovery Pilot (Gina's Work, Summer School)
- Credit Recovery Teachers and Outreach Consultants
- APEX
- Sojourner Truth Independent Study Program
- Student interventions that leverage pathway relationships with students and families
- Alignment of school counselors and case managers with pathways
- Alignment of specialists with pathways to embed targeted supports
- Pathway monitoring of D's and F's
- Increased relevance and real-world application of learning in core academics, especially English, Social Science, and Science, including but not limited to Project-Based Learning and embedded Work-Based Learning