



OAKLAND UNIFIED  
SCHOOL DISTRICT

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expect **Success**

# College and Career Readiness for All Students

## Overview



# OUSD's Vision, Values, Goals

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## Vision

“All students will graduate caring, competent, and critical thinkers, fully informed, engaged and contributing citizens, **prepared to succeed in college and career.**”

## Values

Achievement, Equity and Accountability

## Goals

The Board of Education has set goals based on our student results policies:

R2: Academic Achievement – All students will meet or exceed rigorous standards in all academic disciplines.

R3: Social Responsibility – Students take responsibility for themselves and for the common good.

R4: Life and Workplace Skills – Students will possess personal motivation, skills and resiliency necessary for success in life and the workplace.



# Unpacking College and Career Readiness



# **Why prepare students for college AND career?**

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Because they will:

- Participate more fully in the democratic process
- Contribute more to the local community
- Maintain a healthier lifestyle
- Have a greater choice of occupations
- Earn a much greater income



# Why prepare students for college AND career?

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## Because we believe:

### About Students:

- All students have the **capacity to learn at high levels**.
- Students learn best when they have opportunities to **explore future goals** and **apply learning** in practical situations.
- All students **need a plan** to guide their choices.
- All students deserve the **right to choose** their future path upon graduation.

### About Schools:

- There are **multiple pathways** to graduation and success beyond high school.
- Every pathway must be designed to provide the **access, support and guidance** that students need to learn at high levels, graduate, and achieve future goals.
- All adults must hold **high expectations for student performance**.

### About District Leadership:

- District leadership must **ensure that policies, practices and resources** will **support** the realization of our core beliefs.



# Key Strategies to Meet Graduation Goal

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- High quality instruction that results in high levels of student learning for every student in every classroom every day
- Create “safety nets” of monitoring and support systems to keep all students “on track” to graduation
- Create a system of “multiple pathways” to graduation



# College and Career Readiness Requires a

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## Multiple Pathways Approach

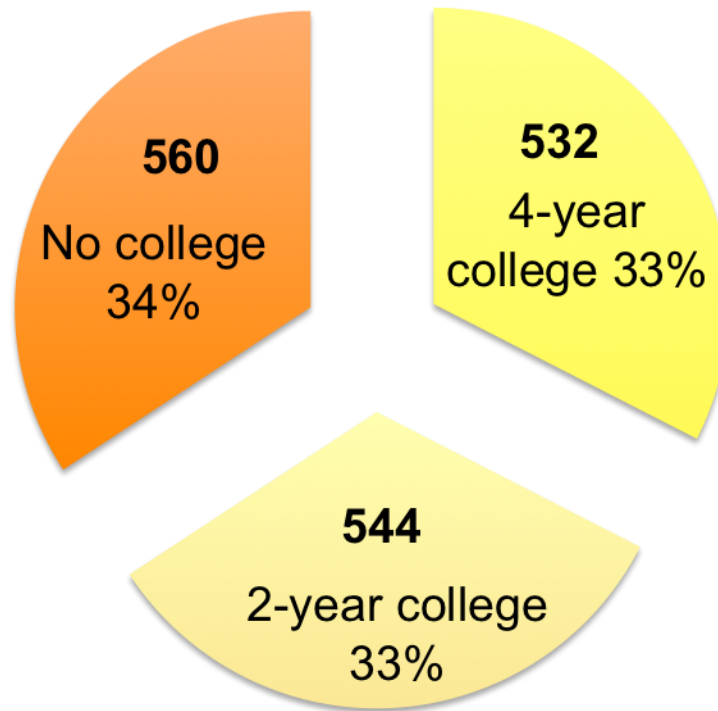
- **A challenging academic component**
  - Prepares students for success in community college, universities, apprenticeships
- **A demanding technical component**
  - Delivers concrete knowledge and application of skills through a cluster of four or more technical courses
- **A work-based learning component**
  - Students have access to intensive internships, virtual apprenticeships and school-based enterprises
- **Supplemental services**
  - Include reading and math intervention; counseling



# Why a challenging academic component for ALL?

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## OUSD Class of 2008: Initial College Enrollment





# Why a challenging academic component for ALL?

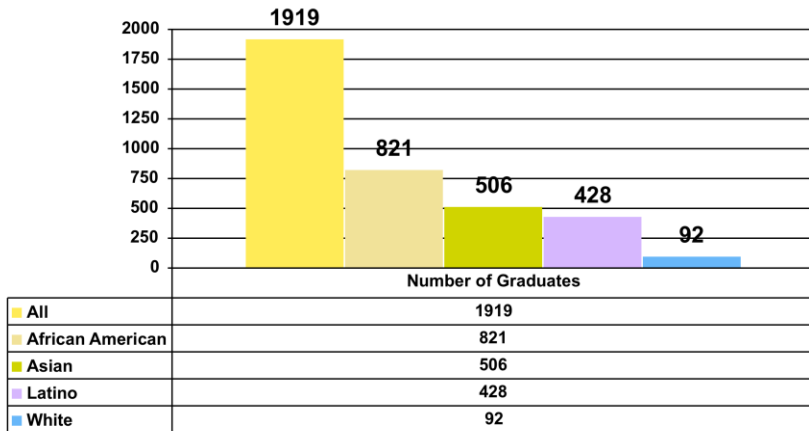
## Allow the option of UC/CSU access for all OUSD graduates

- UC and CSU require high school students to complete 15 core academic courses, known as “a-g”, to have the option of enrolling in UC/CSU
- In 2007, only 32% of our graduates met “a-g” requirements
- Nearly 6,000 career – technical courses have been approved as “a-g” courses since 2000

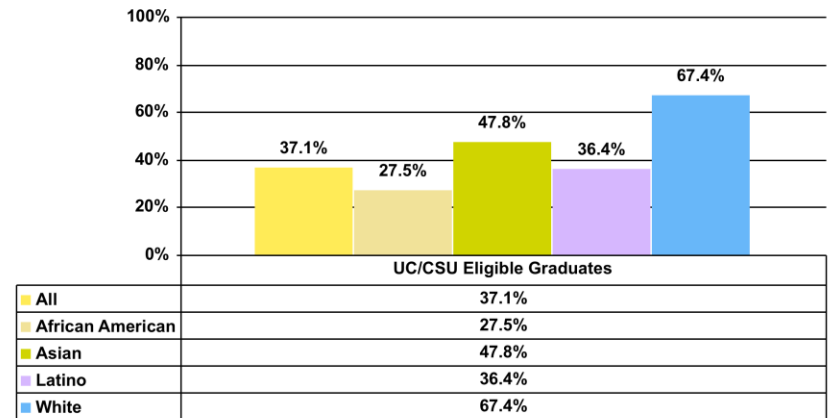


# Why a challenging academic component for ALL?

To close the achievement and equity gap in student options upon graduation.



All OUSD  
Graduates



UC/CSU Eligible  
Graduates

Subgroup Analysis: Graduates and UC/CSU Eligible Graduates 2006



# OUSD vs. UC/CSU eligible (a-g)

## Graduation Requirements

Subject	OUSD High School Requirements	CSU Requirements (a-g)	UC Requirements (a-g)
A History/Social Science	3 years (30 credits)	OUSD requirement meets or exceeds UC and CSU	OUSD requirement meets or exceeds UC and CSU
B English or ELD	4 years (40 credits)	OUSD requirement meets or exceeds UC and CSU, except no more than 1 year of ELD classes may be used (must be ELD 4 or 5)	OUSD requirement meets or exceeds UC and CSU, except no more than 1 year of ELD classes may be used (must be ELD 4 or 5)
<b>C Math</b>	3 years(30 credits) of college prep math (including <b>Algebra &amp; Geometry</b> )	3 years including elementary and <b>advanced algebra and geometry</b>	3 years including elementary and <b>advanced algebra and geometry</b>
D Laboratory Science	3 years (30 credits) (1 year Biological; 1 year Physical; 1 year Science Elective)	2 years (1 year biological; 1 year in physical science; or an integrated science sequence); 3 years recommended; chemistry and/or physics recommended.	2 years with lab, 3 years recommended (1 year biological; 1 year in chemistry or physics; or an integrated science sequence)
<b>E World Language</b>	1 year (10 credits) (Sign Language may satisfy this requirement)	<b>2 years of the same language (3+ years recommended) If Sign language, must be ASL.</b>	<b>2 years of the same language (3+ years recommended) If Sign language, must be ASL.</b>
F Visual and Performing Arts	1 year (10 credits)	OUSD requirement meets or exceeds UC and CSU, provided course is a-g eligible	OUSD requirement meets or exceeds UC and CSU, provided course is a-g eligible
G Electives	60 credits (12 semesters)	College Prep Electives  1+ year additional college prep electives in one of the A-F areas*	College Prep Electives  1+ year additional college prep electives in one of the A-F areas*



# **Why a Demanding Career-Technical Component?**

## **Career-Technical Education students:**

- improve their high school grade point averages
- enroll in post-secondary education in large numbers.
- earn higher wages than comparison group peers
- have more success in securing raises and promotions on the job



# Career-Tech: What's Currently in Place?

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- only about 3,200 of our 10,000 OUSD high school students currently participate in career academy and ROP programs
- 13 off 22 high schools currently have California Partnership Academies; 4 more are being applied for now
- we have an additional 18 district academies and ROP programs throughout the district
- Middle school career exploration pilot at United for Success Academy



# Career-Technical Education Programs and Schools

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- **Architectural Design and Construction** (College Prep. & Architecture Academy)
- **Architecture and Graphic Arts Technology** (Skyline)
- **Computer Science and Technology** (Oakland Technical, Skyline, CBIT)
- **Construction & Manufacturing** (BEST)
- **Culinary Arts & Food Science** (BEST, Oakland Technical, CBIT)
- **Education** (Oakland Technical, Skyline)
- **Engineering** (Oakland Technical)
- **Environmental Sciences** (Oakland High)
- **Health & Bioscience** (Life Academy, Oakland Technical, Skyline)
- **Law & Government** (EXCEL)
- **Media Communications** (Media College Prep, EXCEL, Skyline)
- **Performing Arts** (East Oakland School of the Arts, Paul Robeson College Preparatory School of Visual and Performing Arts, Skyline)
- **International Trade Transportation and Logistics** (EXCEL, BEST)
- **Social Justice** (Mandela, YES)
- **Visual Art** (Oakland High)



# Middle School Career Exploration

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The Multiple Pathways model begins in Middle School...

Students learn best when they have opportunities to **explore future goals** and **apply learning** in practical situations.

## United for Success Middle School Pilot:

- Paxton/Patterson Academy Learning Lab installed
- Students learning to work in teams in new lab
- Students conduct parent orientations
- Teachers attend Eureka Career Assessment training
- Core subject teachers integrate projects



# Evaluating our Current Status

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2007 staff partnered with EdTrust West for an educational opportunity audit focused on:

- Curriculum and Instruction
  - UC/CSU “a-g” access
  - Focus on expository reading and writing
  - Upgrade science and career-technical classroom equipment
- Safety Nets
  - Counseling
  - Reading and math interventions
  - Summer school
- Teacher Capacity
  - Standards-based, grade-level instruction
  - Cultural responsiveness





## Focus on Student Learning and Standards Mastery

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OUSD Board of Education, District Leaders, Education Trust West audit, Cambridge School Quality Reviews all agree that:

***In order to improve student learning and achievement, the top priority is to improve the effectiveness of classroom instruction.***

High Quality Instruction = Instruction that results in student engagement in learning and mastery of key grade level standards.



# College and Career Readiness Strategies

Objective: High Quality Instruction and Curricular Rigor in Every Classroom, Every Day	ETW Recommendation	Planning	Progressing	Completed
Create streamlined high school course and pathway catalog	✓		✓	
PD in standards-based instruction and culturally responsive practices			✓	
Support for teacher teams to use frequent common assessment to modify instruction	✓		✓	
Cross-curricular focus on expository reading and writing			✓	
All 11 <sup>th</sup> grade students participate in Early Assessment Program		✓		
Strengthen advanced math and science courses and Advanced Placement pathways		✓		
Create common, rigorous criteria for Senior Project graduation requirement		✓		
Focus district grading policy on standards mastery		✓		



# College and Career Readiness Strategies

Objectives: "Safety Net" monitoring and support systems to keep all students "on track" to graduate	ETW Recommendation	Planning	Progressing	Completed
Develop school-based early warning system for identifying potential dropouts in middle school		✓		
9 <sup>th</sup> grade "academies" or "houses" provide personalization			✓	
Students and families update "student success plan" in 9 <sup>th</sup> grade		✓		
Counselor- and advisor-managed "on-track" system monitors 9 <sup>th</sup> grade indicators with early interventions when indicator goes "red"	✓	✓		
Ensure student access to credit recovery options	✓		✓	
Fix problematic coding issues in Aeries that cause inaccuracies in transcripts			✓	



# College and Career Readiness Strategies

Objectives: Create system of “multiple pathways” to graduation	ETW Recommendation	Planning	Progressing	Completed
Increase advisory content, counseling and family engagement on pathway options	✓	✓		
All 8 <sup>th</sup> grade students complete a “Student Success Plan” that includes high school and post-secondary path		✓		
Enhance partnerships and district support for high quality career academies with rich work-based learning opportunities at every high school campus	✓		✓	
Increase concurrent enrollment options through collaboration with Peralta and other colleges	✓		✓	



# Timeline and Next Steps

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- September 2006 College and Career Readiness Committee forms
- Spring 2007 EdTrust West begins audit
- Board agrees on Results Policies / Goals
- Spring 2008, EdTrust West holds community engagement meetings
- March 2, 2009, Staff present to Teaching and Learning Committee
- **March 16, 2009, Staff present CACR overview to Board**
- March 25, 2009, EdTrust West presents audit findings to Board
- April 2009, Stakeholder engagement on Multiple Pathways
- Spring 2009, continue stakeholder/community engagement meetings
- Late Spring 2009, Policy recommendations to Board

