



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# High School Network Superintendent's Report



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Presented to Measures N and H Commission

August 22, 2023

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# HS Linked Learning Strategic Actions 2023-24 (Year 3)



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*



LINKED  
LEARNING  
OAKLAND

# OUSD Students are...



**COMMUNITY LEADERS**



**CREATIVE PROBLEM SOLVERS**



**CRITICAL THINKERS**



**RESILIENT LEARNERS**



**COLLABORATIVE TEAMMATES**



**College,  
Career,  
AND  
Community  
READY**



**OAKLAND UNIFIED SCHOOL DISTRICT**

Community Schools, Thriving Students



## 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:

**Prepare students for post-secondary success**

Focus Area 2:

**Develop systems of personalized supports**

Focus Area 3:

**Integrate 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:

**Invest in restorative practices**

Focus Area 3:

**Practice culturally responsive and linguistically sustaining practices**

Focus Area 4:

**Ensure inspiring learning environments**



## INITIATIVE #4

# Growing a Diverse and Stable Staff

Focus Area 1:

**Strengthen partnerships**

Focus Area 2:

**Strengthen pathways**

Focus Area 3:

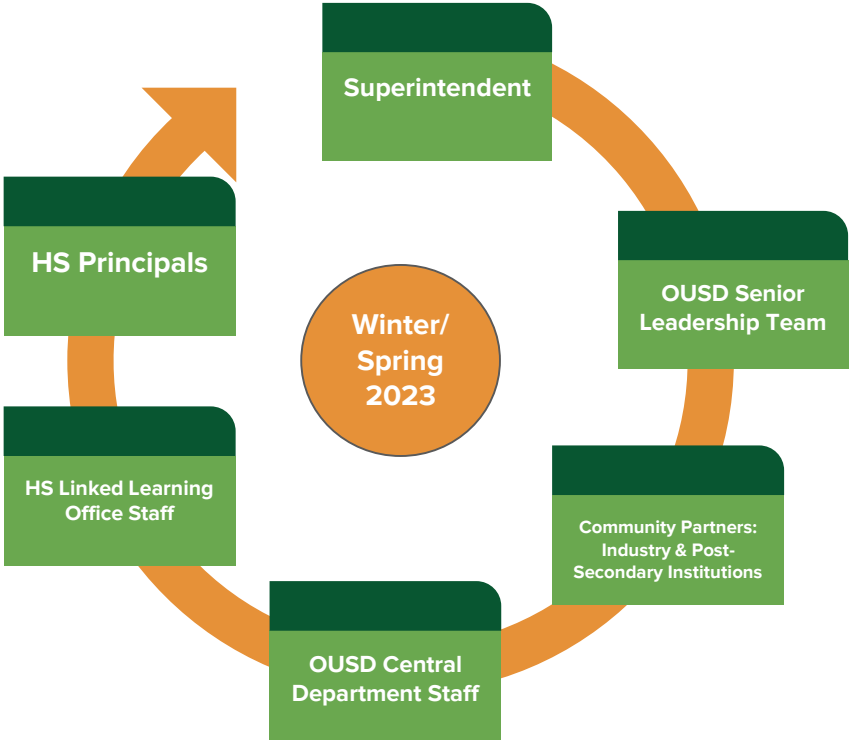
**Strengthen affinity-based support structures**

Focus Area 4:

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



# Stakeholder Engagement



# A few wins from 2022-2023...

90% Principal retention rate!

Over 80% of students in Dual Enrollment earned grades of C or better!

66% of Seniors completed financial aid applications

~650 Summer ECCCO students (550 interns and 100 Peralta Institute)!

75% of Seniors earned a diploma by June 2023! 35 additional Seniors earned diplomas during Summer AR!

All schools in HSN resumed Senior Projects/Capstones last year!

634 students awarded Oakland Promise Scholarships to pursue post-secondary options!

Launched in-person and virtual Central Academic Recovery program!

2,550 individual AP exams completed!

# Progress Over Time

	Overall		African American Students		Latino Students	
	2021	2022	2021	2022	2021	2022
<b>A-G Completion* (12th Grade)</b>	53.2%	55.7%	40.9%	41.9%	46.6%	49.3%
<b>4 Year Cohort Graduation Rate**</b>	71.7%	74.4%	75.8%	81.2%	62.8%	63.1%
<b>On-Track to Graduation*** (Spring 2022 - 9th-11th)</b>	9th: 57.1% 10th: 49.7% 11th: 42.1%	9th: 55.5% 10th: 41.9% 11th: 47.4%	9th: 43.7% 10th: 41.8% 11th: 34.3%	9th: 45.1% 10th: 33.7% 11th: 36.3%	9th: 52.5% 10th: 45.9% 11th: 33.4%	9th: 51.9% 10th: 33.6% 11th: 41%

\*A-G Completion Data for the Class of 2023 will be available from CALPADS in Oct. 2022

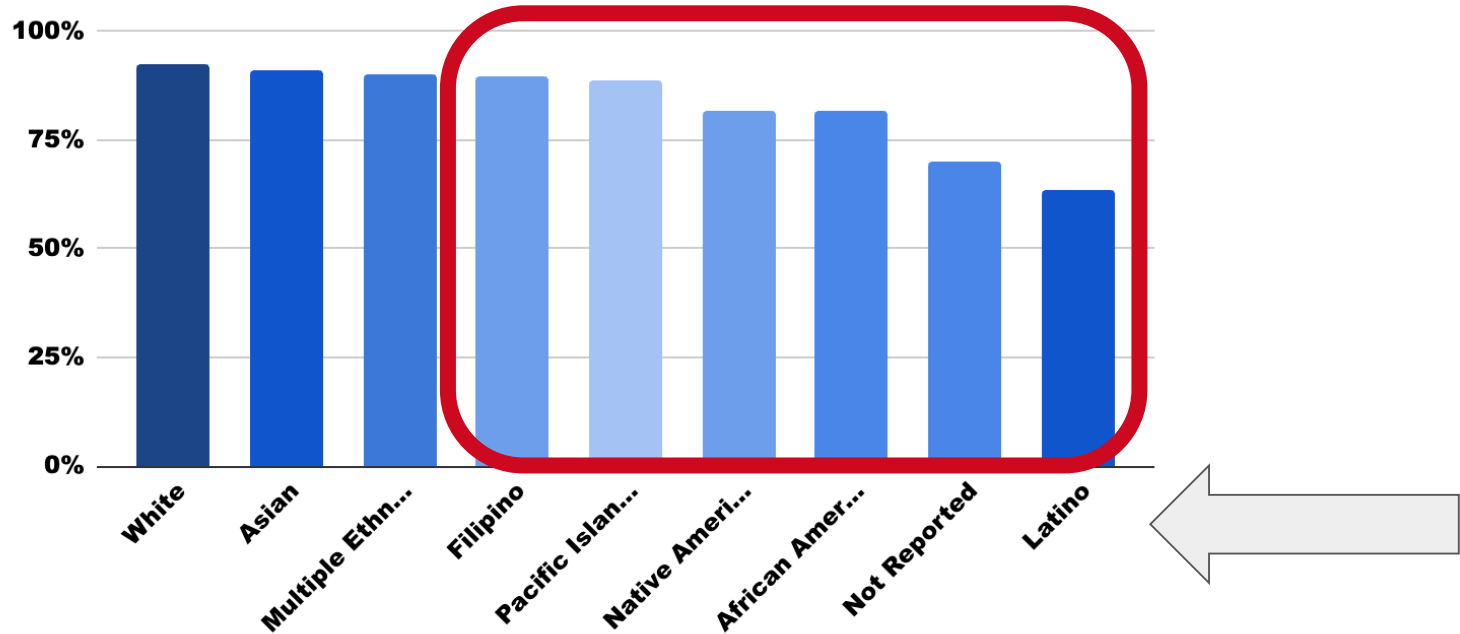
\*\*Four-Year Cohort Graduation Rate for the class of 2023 will be released by CDE in early 2024.

\*\*\*Preliminary data collected in July 2023; additional data for Summer 2023 academic recovery pending.

Source: [www.ousddata.org](http://www.ousddata.org)

# Our Equity Imperative

**OUSD 4-YR Cohort Grad Rate (2022)**





# Supporting Empowered Graduates

## Year Three Actions: 2023-2024

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 3 Action #1: Build capacity of site-based teams (CCRS, CTS, School Counselor, WBLL, teachers, admin) to implement post-secondary planning initiatives so <b>all students (and focal LCAP groups) achieve a core set of post-secondary readiness benchmarks</b> by...</p>	<p>Year 3 Action #2: Increase the capacity of site-based teams to implement supports that ensure <b>students (including focal LCAP groups) are on-track to graduate</b> by...</p>	<p>Year 3 Action #3: Increase pathway teacher capacity to ensure <b>students (including LCAP focal groups) demonstrate mastery of college and career readiness standards</b> (i.e. CCSS/NGSS, CTE Model Standards, <a href="#">Career Readiness Standards</a>) in core and CTE courses by:</p>
<ol style="list-style-type: none"><li>1. Ensuring students graduate with a defined post-secondary goal (two- or four-year college, workforce training, pre-apprenticeship, and/or the world of work) and aligned post-secondary plan</li><li>2. Increasing participation in early college credit and work-based learning opportunities (dual enrollment, concurrent enrollment, internships) that allow students to experience college and explore careers that will inform their post-secondary plan</li><li>3. Increasing student participation in College &amp; Career Awareness and Exploration Visits</li><li>4. Increasing student awareness and completion of Financial Aid applications (FAFSA, CADA)</li><li>5. Ensuring students understand OUSD graduation and A-G requirements and have a graduation plan that allows them to access their post-secondary plan</li><li>6. Ensuring parents/families have information that will help them support their student(s) to make informed decisions regarding their high school and post-secondary plans</li></ol>	<ol style="list-style-type: none"><li>1. Ensuring students recover credit needed for graduation and post-secondary plan implementation</li><li>2. Ensuring students have access to classroom-embedded interventions and supplemental academic instruction</li><li>3. Ensuring students understand A-G requirements and other courses/experiences recommended to succeed on their post-secondary path</li><li>4. Building master schedules that are inclusive of and ensure equitable access to credit recovery, acceleration, and pathway opportunities (i.e. cohort classes, internships, dual enrollment, etc.)</li></ol>	<ol style="list-style-type: none"><li>1. Providing professional learning opportunities focused on integrating Tier 1 instructional practices across core and CTE content areas to support student access to grade-level standards, grade-level appropriate texts, and assessments.</li><li>2. Coaching core and CTE teachers to integrate Tier 1 instructional practices into daily instruction</li><li>3. Coaching core and CTE teachers to integrate essential elements of work-based learning, as well as CTE and College Readiness standards into daily instruction.</li><li>4. Supporting the development of standards-aligned learning experiences and assessments that are 1) horizontally and vertically-aligned, and 2) integrate core content, Career Technical Education, and Work-Based Learning</li></ol>

### Leading Indicators

Metrics used as a predictive measure of future performance



### Lagging Indicators

Metrics used to measure past performance



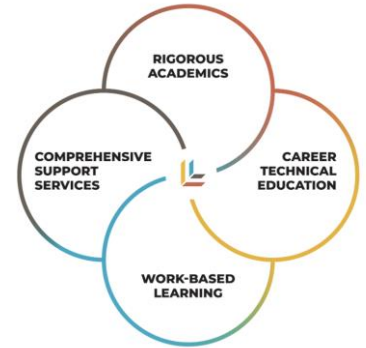
## Overall and for LCAP Focal Groups

- Post-Secondary Goals & Plans
- Dual Enrollment Participation/Pass Rates
- Work-Based Learning Participation
- College, Career Awareness and Exploration Visits
- Financial Aid Application Completion
- Parent/Family Engagement
- On-Track Rates
- Credit Recovery Participation/pass Rates
- Cohorting & credit recovery in master schedules
- Learning walks: evidence of student talk, integrated learning
- Performance assessment engagement rate
- Reading Inventory
- Interim Assessments: ELA/Math

- A-G Completion
- 4-Year Cohort Graduation
- Post-Secondary Matriculation
- SBAC: ELA/Math

# Supporting Measure N/H

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- Explicit and direct connections to support:
  - Decrease the high school dropout rate
  - Increase the high school graduation rate
  - Increase high school students' readiness to succeed in college & career
  - 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?