



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# High School Network Superintendent's Report



Presented by Vanessa Sifuentes

Presented to Measure N/H Commission

October 3, 2023

# Outcomes:

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- Provide additional information to inform ongoing discussion of Latino student outcomes and Latino Student Data Dashboard
- Understand the landscape of students supported via OUSD Newcomer programs & Newcomer-Focused HSLLO Initiatives
- Understand what supports and services are being provided to students in OUSD high schools via Newcomer and HSLLO programs

# Supporting Empowered Graduates

## Year Three Actions: 2023-2024

| Focal Area 1:<br>Prepare Students for Post-Secondary Success  | Focal Area 2:<br>Develop Systems of Personalized Supports   | Focal Area 3:<br>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. cohorted 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> |

# OUSD Newcomer Support Team

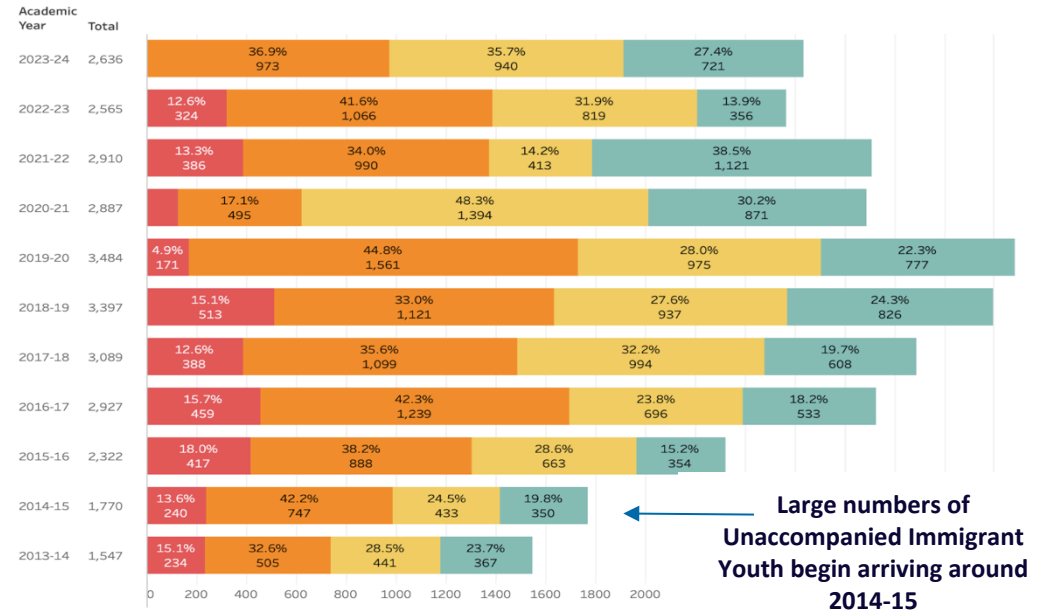
OUSD's **English Language Learner and Multilingual Achievement (ELLMA) Office** has taken the lead district-wide to develop and support Newcomer programs in elementary and secondary schools.

| ELLMA Newcomer Instructional Team  | ELLMA Newcomer Services Team  |
|--|---|
| <p><a href="#"><u>Julie Kessler</u></a> is the Director of Newcomer and ELL Programs on the ELLMA team and supports the instructional and services teams for newcomers.</p> <p><a href="#"><u>Holly Darling</u></a> is the Secondary Newcomer Language Specialist focusing on support of Newcomers in all of our schools 6-12.</p> <p><a href="#"><u>Jessica Jung</u></a> is the Elementary Newcomer Specialist supporting newcomer instruction K-5 and our Newcomer Teacher Leaders</p> | <p><a href="#"><u>Nate Dunstan</u></a> is the program manager for the <a href="#"><u>Refugee and Newcomer Support Program</u></a> that runs the newcomer welcome center</p> <p><a href="#"><u>Stephanie Noriega</u></a> is the Program Manager for the <a href="#"><u>Newcomer Wellness initiative</u></a> that provides newcomer social workers to our high count newcomer secondary schools</p> |

# Students in OUSD Newcomer Programs: A Growing Demographic

Newcomer enrollment has grown steadily before the pandemic and helped mitigate other enrollment decline across OUSD while shifting the demographics of the district.

- Newcomer population has more than doubled over the last decade.
- Newcomers now represent **35%** of ELLs in OUSD
- **8.5%** of district enrollment are identified as Newcomers.
- Students from the Northern Triangle of Central America make up the majority of new newcomers.



# Who are our Newcomers?



## By Status

Refugee

Asylees & Asylum Seekers

- Unaccompanied Immigrant Youth
- Family Units

Undocumented Youth

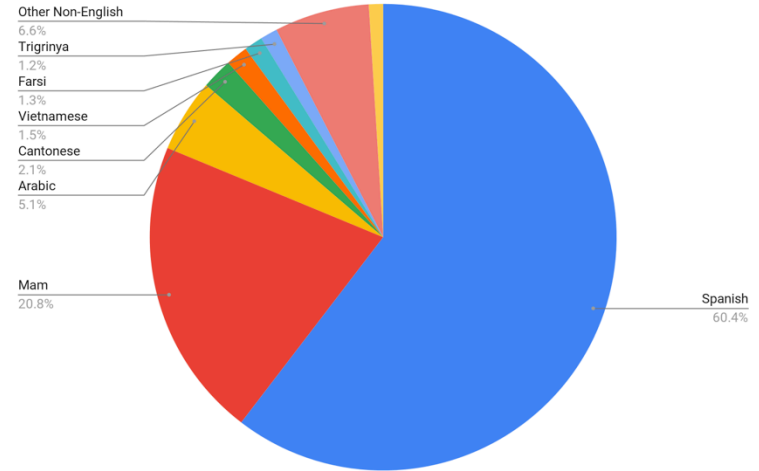
Permanent Residents

## By Education Level

- SIFE
- New to School
- No interrupted schooling



## By Language



# OUSD Newcomer System Supports

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## Instructional Supports

- Ongoing professional learning with variety of entry points
- Curricular development and trainings
- Support for site-level program development and expansion

## Services

- District intake, screening and connection with basic necessities
- Medical/Calfresh/Calworks
- Referral to legal services
- Referral to employment training programs, community based organizations



## Newcomer Support Staffing Provided at 16 Secondary Sites

- Newcomer Wellness Initiative has Social Workers placed at 7 high schools this year, providing direct clinical supports as well as Tier 1 community building and system development work.
  - Castlemont
  - Fremont
  - Madison Park Academy
  - Oakland High
  - Oakland International
  - Rudsdale
  - Skyline
- Many sites make additional investments using site-managed funds.

# HS Linked Learning Office Initiatives

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- **Newcomer Transition Specialists:**

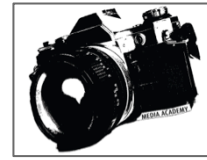
- Focused on seniors and students who have recently graduated (within 1-2 years)
- Objective is to ensure a seamless transition to post-secondary training and/or employment
- Thirteenth Year Programming:
  - Incentives
  - Case management
  - Leveraging pathway relationships
- At Ruidsdale Newcomer, Oakland International, Castlemont, Across multiple sites with larger newcomer populations

- **Newcomer Pathways**

- Oakland High School, RISE Pathway
- Fremont High School
- Castlemont High School



# A Spotlight: Newcomer Student Pathway Support at Fremont High School



While all newcomers students are in the NEST Program to accelerate English skills, newcomers have access to both career pathways, the Architecture Academy and the Media Academy:

- 9th graders take a tour of both Pathway programs and listen to a student panel in their home language (Spanish, Mam, Arabic).
- 10th-12th graders are placed in a Pathway with the support of the 9th grade Advisory teachers.
- 10th-12th graders are enrolled in CTE sequences and CTE teachers support work-based learning opportunities (industry visits and presentations, applications to paid summer ECCCO internships).
- Full-time STIP Sub push-in to CTE courses at least once a week to support English Learners.
- All 11th graders participate in the Mock Interview Day. 11th grade newcomer (NEST) advisors participate in PD with Pathways.
- Any 9th-12th grader has access to a bilingual Career Transition Specialist for employment opportunities and work permits.
- All 12th graders have presentations and access over the College and Career Readiness Specialist to plan for post-secondary options (community college, 4 year universities, FAFSA/DREAM App, etc) and a full-time Academic Counselor (on-track, A-G, language assessments, adaptive schedule).



## RISE ACADEMY

Recent Immigrant Support & Engagement



# A Spotlight: Newcomer Student Pathway at Oakland High School

### Overview

RISE Academy welcomes newly arrived immigrant students and provides them with a sheltered learning space that supports their successful transition into the American high school education system.

RISE students are provided with:

- Rigor
- Inclusion
- Socio-Emotional Support
- English Language Development

### Career Technical Education

RISE students take two career preparation courses in Socially Beneficial Business Management where they learn the principles of management within a business structure, are exposed to current workplace technologies, and practice real world professional communication skills.

Scholars are prepared for their next steps, whether that be a business degree or entering the world of work, with an understanding of how they can positively impact their communities.

### Course Sequence

| 9 <sup>th</sup>  | 10 <sup>th</sup>  | 11 <sup>th</sup>   | 12 <sup>th</sup>                                     |
|--|---|--|--|
| English<br>Algebra<br>Biology<br>California History<br>Computer Science* | English<br>Geometry<br>Physiology<br>World History<br>Socially Beneficial Business Management | English<br>Algebra 2<br>Chemistry<br>US History<br>Socially Beneficial Business Management 2 | English<br>US Government/Economics<br>Senior Seminar |
| ← English Language Development →   |   |  |  |

*RISE students are placed in ELD (English Language Development) and English classes levels 1-4 based on their English skills. Other classes have a mix of English levels. Most RISE students transition to a mainstream academy program after successfully completing ELD/English 4 and/or 3 years of school in the U.S. but continue to take an English support class. \*With the exception of Computer Science, the courses above are academy courses, and students are required to take them with academy teachers. Students' other courses are taken outside of the academy in mainstream classes.*

### Student Support Services

#### LICENSED CLINICAL SOCIAL

##### WORKER provides:

- supportive counseling
- crisis intervention
- referrals for various services (legal, medical, basic needs)
- assistance in navigating Oakland High and accessing services
- help setting up student leadership opportunities, peer groups, and informational workshops

#### CASE MANAGER

- connects families and students with needed services on campus and in the city of Oakland
- sets up meetings for students, parents, teachers
- supports conflict mediation
- assists with school transfer applications
- provides translation support

#### TEACHING & SUPPORT STAFF

|                   |                                 |
|-------------------|---------------------------------|
| Ervin Dinwiddie   | Business                        |
| Limor Dubrovsky   | Science                         |
| Vincent Kanu      | Science                         |
| Stephen Levin     | English                         |
| Cole Margen       | Social Science                  |
| Gustavo Ontiveros | Math                            |
| Ruben Rodriguez   | Social Science & Senior Seminar |
| Susannah Schoff*  | English                         |
| David Tommasini*  | Math                            |
| Chris Johnston    | Assistant Principal             |
| Elizabeth Ramos   | Case Manager                    |
| Tai Tokeshi       | Counselor                       |
| Rumeli Snyder     | Social Worker                   |

\*Pathway Co-Director

# Questions?