



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent's Report: Alternative Education Pathways



Presented by Vanessa Sifuentes

Presented to Measure N/H Commission

November 15, 2023

Outcomes:

- Provide contextual information to inform ongoing discussions of Linked Learning Pathways in Alternative Education academic programs
- Understand the landscape of students supported via OUSD AltEd programs
- Gain insight into the strengths and challenges of implementing traditional Linked Learning Pathways in continuation and alternative schools

OUSD AltEd: By The Numbers

Alternative Programs in the HS Network:

- **3** Continuation Programs
- **2** Alternative Schools of Choice

Grade:

- 9th: **11%**
- 10th: **16%**
- 11th: **23%**
- 12th: **50%**

Gender:

- Female: **52%**
- Male: **47%**
- N: **~1%**

Students Designated as English Learners:

- **41%**

Newcomer Status (248 students total → 29% AltEd Students):

- Former Newcomer: **13%**
- Year 1: **5%**
- Year 2: **6%**
- Year 3: **4%**
- Year 4 (HS SIFE): **2%**

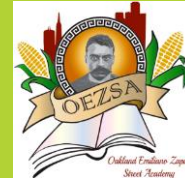
Enrollment:

- **843** students in grades 9-12
- **9%** overall enrollment in HSN (total 9-12 enrollment= 9,544)

Race/Ethnicity

	Student Enrollment	AltEd %	HSN %
African American	227	27%	23%
Asian	30	4%	11%
Filipino	3	0%	1%
Latino	466	55%	49%
Multiple Ethnicity	33	4%	6%
Native American	3	0%	0%
Not Reported	12	1%	2%
Pacific Islander	6	1%	1%
White	63	7%	8%

OUSD Alternative Education Programs



OUSD Alternative Education Leadership Team

High School Linked Learning Office:

- Gary Middleton, Exec. Director, Alternative Education
- Lauren (Reid) Hulburd, Pathway Coach, Alternative Education

High School Sites:

- Alessandra Cabrera, Principal, Rudsdale High School
- Bukola Lawal, Principal, Street Academy
- Michael Merriman, Principal, Bunche Academy
- Staci Ross-Morrison, Principal, Dewey Academy
- Willie Thompson, Principal, Sojourner Truth Virtual Academy

Alternative Education: Alternative Schools of Choice vs. Continuation

Alternative Schools of Choice	Continuation Schools
The goals of alternative schools and programs of choice, as outlined in EC Section 58500, are the following: ● <i>Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.</i> ● <i>Recognize that the best learning takes place when the student learns because of his or her desire to learn.</i> ● <i>Maintain a learning situation that encourages student motivation, time-management, and the ability to follow their own interests.</i> ● <i>Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity must be a continuous, permanent process.</i> ● <i>Maximize the opportunity for students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.</i>	Continuation schools provide high school diploma programs designed to meet the needs of students: ● <i>Sixteen through eighteen years of age</i> ● <i>Have not graduated from high school</i> ● <i>Are not exempt from compulsory school attendance</i> ● <i>Are deemed at risk of not completing their education</i> California Education Code sections that provide for continuation education include sections 44865, 46170, 48400–48438, and 51055.

Alternative Education: Graduation Requirements

Alternative Schools of Choice	Continuation Schools
→ Emiliano Zapata Street Academy (Street Academy) → Sojourner Truth Virtual Academy (Independent Study)	→ Dewey Academy → Ralph J. Bunche Academy → Rudsdale High School
Total Credits Needed for Graduation = 230	Total Credits Needed for Graduation = 190

Alternative Education: Enrollment

- Students have the option to enroll in Alternative Education schools if they seek credit recovery options and/or a small and personalized learning community.
- Continuation Programs: Students must be 16 years old upon enrollment
- Enrollment in Continuation Programs and Alternative Schools of Choice is voluntary
- Alternative Schools of Choice: Enroll through www.ousd.org/enroll for subsequent school year
- Continuation Programs: Rolling admissions; application submitted directly to Student Welcome Center

OUSD Students are...



**COMMUNITY
LEADERS**



**CREATIVE
PROBLEM
SOLVERS**



**RESILIENT
LEARNERS**



**CRITICAL
THINKERS**



**COLLABORATIVE
TEAMMATES**

**College,
Career,
AND
Community
READY**



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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
Year 3 Action #1: Build capacity of site-based teams (CCRS, CTS, School Counselor, WBLL, teachers, admin) to implement post-secondary planning initiatives so all students (and focal LCAP groups) achieve a core set of post-secondary readiness benchmarks by... 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 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 3. Increasing student participation in College & Career Awareness and Exploration Visits 4. Increasing student awareness and completion of Financial Aid applications (FAFSA, CADA) 5. Ensuring students understand OUSD graduation and A-G requirements and have a graduation plan that allows them to access their post-secondary plan 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	Year 3 Action #2: Increase the capacity of site-based teams to implement supports that ensure students (including focal LCAP groups) are on-track to graduate by... 1. Ensuring students recover credit needed for graduation and post-secondary plan implementation 2. Ensuring students have access to classroom-embedded interventions and supplemental academic instruction 3. Ensuring students understand A-G requirements and other courses/experiences recommended to succeed on their post-secondary path 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.)	Year 3 Action #3: Increase pathway teacher capacity to ensure students (including LCAP focal groups) demonstrate mastery of college and career readiness standards (i.e. CCSS/NGSS, CTE Model Standards, Career Readiness Standards) in core and CTE courses by: 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. 2. Coaching core and CTE teachers to integrate Tier 1 instructional practices into daily instruction 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. 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

Linked Learning Pathways in AltEd

- **Dewey Academy (Continuation School)**
 - Health and Fitness Pathway
- **Ralph J. Bunche Academy (Continuation School)**
 - Hospitality, Recreation, and Tourism Pathway
- **Rudsdale High School (Continuation School)**
 - Technology Pathway and Health Pathways
- **Sojourner Truth Virtual Academy (Independent Study Program)**
 - Technology Pathway
- **Emiliano Zapata Street Academy (Street Academy)**
 - Education, Child Development, Family Services



The five AltEd sites listed were awarded Silver Certification by the Linked Learning Alliance in 2018.

Criteria to achieve Silver Certification include:

Equitable Admissions Policy
Integrated Program of Study
Work-Based Learning
Integrated Student Supports

Silver certification is valid for two years.
OUSD has not revisited certification since as a result of delays due to the COVID-19 Pandemic.

For more information about Silver Certification, visit:
<https://www.linkedlearning.org/certification/silver-certification>

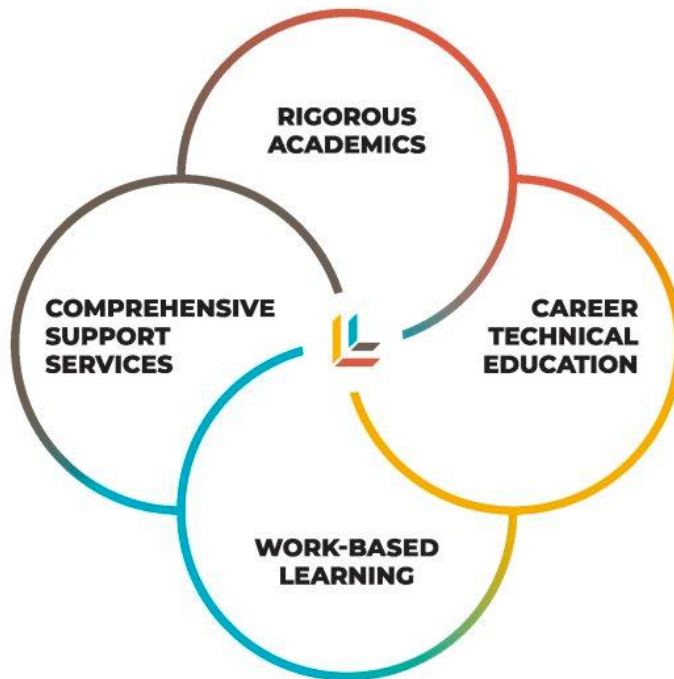
Evidence of Linked Learning Domains In AltEd: Promising Practices

Comprehensive Student Supports:

- Small learning communities
- Flexible credit recovery options
- Post-Secondary Plan Development: college and career
- Financial aid awareness
- Individual case management

Work-Based Learning:

- Summer and school year internships
- Pathway aligned as well as diverse options
- Pathway-aligned exploration and paid internships through After School Program providers



Rigorous Academics:

- Standards-aligned, district-adopted curriculum implementation
- Project-Based Learning experiences
- Pathway-themed capstone projects

Career Technical Education:

- CTE courses embedded in program of study
- College and career exploration visits
- Partnerships with pathway-aligned community-based organizations
- Guest speakers aligned with pathway industry themes

Linked Learning Pathways in AltEd: Implementation Challenges

- Students enroll every 6 or 12 weeks and stay 6 weeks to 2 years at Continuation Schools. This makes the traditional Linked Learning cohorting structure difficult to implement given the varied length of time a student spends in a continuation program.
- Student motivation for attending Continuation and Alternative Schools of choice is generally credit recovery and alternative learning programs, rather than selection of pathway theme
- Academic core courses, specifically Math, English & Science are prioritized to help students recover credits and meet OUSD graduation requirements. This makes 100% completion of CTE courses challenging and not always viable for all students

Questions?