

DRAFT: Alternative Education Community Engagement Data

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



Ask of the Board

- To consider community engagement work at the continuation high schools as an example of initial work of “Grounded in Community Voice” of school improvement work.
- To provide feedback and input for Alternative Education school improvement goals



Outline

- Framing the Alt Ed landscape: focus on continuation high schools
- Post Pandemic changes in academic progress and attendance
- Engagement Strategies
- Data Summary
- Questions for the committee

Alternative Education Landscape

- Focus on Continuation High Schools (difference between the types of Alt Ed Schools)
- Student Profile: LCAP focal groups within continuation
 - Newcomers
 - Foster Youth
 - Homeless Youth
 - At Risk Youth
- Linked Learning and Academic Programs
- Enrollment

OUSD Alternative Education Programs



[Dewey Academy](#)
(Continuation School)



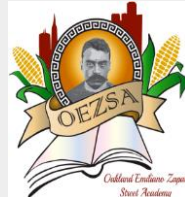
[Ralph J. Bunche Academy](#)
(Continuation School)



[Rudsdale High School](#)
(Continuation School)



[Sojourner Truth Virtual Academy](#)
(Independent Study Program)



[Emiliano Zapata Street Academy](#)
(Street Academy)



[GATEWAY TO COLLEGE](#)
ALTERNATIVE HIGH SCHOOL
AT
[LANEY COLLEGE](#)

[Gateway to College at Laney](#)

OUSD AltEd: By The Numbers

Alternative Programs in the HS Network:

- 3 Continuation Programs
- 3 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, 1608 overall
- 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%

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
→ Gateway to College @ Laney Total Credits Needed for Graduation = 190	

Continuous Improvement in AltEd: Problem Statement

- Meeting student SEL needs post-pandemic
- Continuous improvement of academic programs
- Improving attendance

Engagement Process

Met with staff and asked them:

What are the bright spots?

What are the challenges at your site?

What out of the box / creative ideas do you have for change / redesign?

What questions should we ask students?

Met with student focus groups at each school (a few):

What are the top 5 things that would help you do better in school?

Would it help you to have no school on Monday or on Friday? Why or Why not?

Why did you choose to attend _____?

Are there changes that you think should be made at the school site?

What do you want to do after you graduate?

What is going well and what do you like about _____?

Do you feel safe coming to school?

Engagement Strategies



Staff

Principals

**Students
and
Families**

Staff Engagement Data

- Staff feel the impact of the pandemic
- Safety
- Consistent Attendance
- Variety of pathways
- Consistent threat of closure
- Staffing support for high needs students
- Violence prevention education, childcare, transportation for students
- Low family engagement
- Desire for programmatic redesign that engages student needs
- Synchronous Calendar

Student Engagement Data

Continuation School Students tell a critical story about the success or failures of our high schools. They are the canary in the coal mine and should be who we listen to for school improvement and redesign.

What is not working for our most at risk students according to them? What do they need?

By the numbers:

Rudsdale (4 groups: 2 English and 2 Spanish): 37

Dewey: 16

Bunche: 14

Total: 67 students

Feedback from the Student Engagement Sessions

“What support do you need to graduate?” What would make your experience at _____ better?”

Flexible schedules

Paid internship opportunities

Accelerated credit recovery

Engaging curriculum

Teachers that are trained in social emotional learning strategies.

Better food

Increase safety on campus.



Unifying themes for Continuation Programs according to student focus groups

Child care and health care services
on site.

Paid job opportunities, trainings,
variety in the pathways that will lead
to professional opportunities

Flexibility in the schedule,
attendance policies.
Transportation to school and
between internship and work
opportunities at different locations.

Ask of the Board

- What further information do you need about continuation program to inform future budgetary decisions for LCAP related to AltEd programming?



Additional Slides

Not part of presentation
For additional information and/or in
response to Board member questions

Rudsdale Newcomer High school

Students come to Rudsdale because they feel their previous school or home country failed them. They experience community and connection at Rudsdale.

Students want more opportunity and more school: They want more enrichment, pathways, paid opportunities, English instruction and support.

Students feel safe at school now, but want more security measures, mental health and trauma recovery support.



Dewey Academy

Students feel connected to the community and are primarily focused on credit recovery and completion.

Students do not have strong connection to the adults in general but feel supported to complete high school.

Students want more internship opportunities and support with transportation to school. They also want access to more and better food.



Ralph J. Bunche High School

Students want more engaging curriculum that will help them move on to post secondary programs.

Students want better connections to adults, and want more respect and engaging relationships.

Students crave community events, opportunities and enrichments to inspire them to come to school and feel connected to school.





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