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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Vanessa Sifuentes, High School Network Superintendent

**Meeting Date** April 29, 2025

**Subject** Strategies for Improving Post-Secondary Readiness: High School Equitable Grading and Proposed Board Policy Revisions

**Ask of the Board** Provide feedback on the High School Network's current strategies for expanding equitable grading practices and revising Board policies to enhance graduation rates and A-G completion.

**Background** Graduation and A-G completion rates are improving overall; however, disparities remain for certain LCAP focal student groups. These data highlight the need for targeted support. To address this, the High School Network has developed strategies to enhance four-year graduation and A-G completion rates, in service of improving network and system conditions.

**Discussion** Graduation and A-G completion rates continue to trend upward, with overall improvements across all LCAP Focal Student Groups. Notably, graduation rates have increased for African American, Latino, English Learners, Unhoused, Newcomers, and Students with IEPs, while the largest A-G completion gains were among Latino, Pacific Islander, Students with IEPs, and Unhoused students.

However, challenges remain, as graduation rates declined for African American males, Pacific Islander, and Foster Youth, emphasizing the need for targeted interventions and new strategies.

An analysis of student performance data and feedback from staff and students identified gaps in students' understanding of how grades impact their long-term progress. Additionally, inconsistencies in policy implementation have contributed to inequitable outcomes.

To address these issues, the High School Network has allocated resources to create a staff position focused on supporting teachers in equitable grading practices to enhance student engagement and academic success. Staff are also reviewing and

proposing policy changes to ensure fair expectations and opportunities for all students.

**Fiscal Impact**

These initiatives are funded by the state-funded A-G Completion Grant and LCFF Supplemental resources. The funding covers a 1.0 Teacher on Special Assignment, extended contracts for teachers involved in equitable grading communities of practice, and supplies and materials for student listening campaigns. The total estimated cost is approximately \$156,000.00.

**Attachment(s)**

- Presentation