OUSD CTE Advisory Committee

January 31, 2023

Items

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

- Roll Call - Attendance
- Approve April Minutes
- [Brown Act](#)
- Welcome to New Members
- Comprehensive Local Needs Assessment (Part I)
- Discussion
- Close

Welcome New Members

★ Rose Casarez, Regional Center of the East Bay

★ Juanita Douglas, Rising Sun Center for Opportunity

★ Erin Kelley, Fremont HS CTE Student

★ Allison Leggett, UCLA Extension

★ Sofia Navarro, Oakland Workforce Development Board

Comprehensive Local Needs Assessment Process Flow

January	March	May

January

OUSD shares student data and guidance with CTE Advisory Committee members by January 13

CTE Advisory Committee members review data and bring questions and/or input to January 31 meeting

CTE Advisory Committee convenes Jan. 31 to review data and provide input to CTE Plan

March

OUSD CTE Advisory Committee approves OUSD CTE Plan for '23-24

May

OUSD staff submit CTE Plan to the CA Department of Education by May 15, 2023

Comprehensive Local Needs Assessment

Supporting Empowered Graduates

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 2 Action #1: Develop systems to ensure all students have an individualized post-secondary (5-year) plan	Year 2 Action #2: Leverage and build upon personalized support strategies in Pathways to ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career awareness indicators.	Year 2 Action #3: Strengthen Tier 1 instruction in core academic and CTE classes so that CTE and work-based learning standards are more effectively integrated throughout student learning experiences.

Focal Area 1:

→ Opportunities for students to experience the following in collaboration with their Pathway Teachers and Post-Secondary Transition team:

 ◆ explore and understand post-secondary options

 ◆ gain awareness of expanded learning opportunities (including WBL)

 ◆ navigate school systems and processes toward graduation, A-G completion, and financial aid application

→ Family engagement around graduation requirements, A-G, Pathway options, and the purpose of Linked Learning

→ Support to ensure students have a seamless transition to a post-secondary opportunity (community college, four-year, pre-apprenticeship/apprenticeship, workforce training, world of work)

→ Classroom-embedded opportunities for students to deepen career awareness, to engage in career exploration and preparation, and begin career training (including but not limited to direct employment with work experience education), all to inform the development of a clear individualized post-secondary plan

→ Dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan

Focal Area 2:

→ Ensure equitable access to supports across all pathways and schools (with a focus on 8th to 9th grade and students entering AltEd programs)

→ Establish a baseline for pathway student supports and structures at each high school, including but not limited to:

 ◆ Regular pathway teacher and staff collaboration around student interventions (leveraging relationships, data, common protocols, home visits)

 ◆ Staff alignment by pathway/SLC/house (Admin, School Counselor, Case Manager)

 ◆ Regular opportunities for in- and out-of-class academic interventions/tutoring

 ◆ Leverage partnerships with parents/families via home visits and other engagement strategies

 ◆ School-day and after-school (including but not limited to access for rising 10th and 11th graders to summer) credit recovery opportunities that support A-G completion

Focal Area 3:

→ Identify and implement common Tier 1 instructional strategies in core academic and career technical education courses that support student access to grade-level-appropriate texts, standards, and assessments.

→ Provide direct instructional support to teachers in targeted content areas/pathways through strategies including but not limited to professional development and coaching sessions

→ Deepen collaboration between core content teachers, career technical education teachers, and work-based learning staff via regular communities of practice/PLC's

→ Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and essential elements of the work-based learning continuum

Supporting Empowered Graduates: Focal Area One

Focal Area 1:
Prepare Students for Post-Secondary Success

Year 2 Action #1: Develop systems to ensure all students have an individualized post-secondary (5-year) plan

➔ Opportunities for students to experience the following in collaboration with their Pathway Teachers and Post-Secondary Transition team:

   ◆ explore and understand post-secondary options

   ◆ gain awareness of expanded learning opportunities (including WBL)

   ◆ navigate school systems and processes toward graduation, A-G completion, and financial aid application

➔ Family engagement around graduation requirements, A-G, Pathway options, and the purpose of Linked Learning

➔ Support to ensure students have a seamless transition to a post-secondary opportunity (community college, four-year, pre-apprenticeship/apprenticeship, workforce training, world of work)

➔ Classroom-embedded opportunities for students to deepen career awareness, to engage in career exploration and preparation, and begin career training (including but not limited to direct employment with work experience education), all to inform the development of a clear individualized post-secondary plan

➔ Dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan

Supporting Empowered Graduates: Focal Area Two

Focal Area 2:
Develop Systems of Personalized Supports

Year 2 Action #2: Leverage and build upon personalized support strategies in Pathways to ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career awareness indicators.

➔ Ensure equitable access to supports across all pathways and schools (with a focus on 8th to 9th grade and students entering AltEd programs)

➔ Establish a baseline for pathway student supports and structures at each high school, including but not limited to:

◆ Regular pathway teacher and staff collaboration around student interventions (leveraging relationships, data, common protocols, home visits)

◆ Staff alignment by pathway/SLC/house (Admin, School Counselor, Case Manager)

◆ Regular opportunities for in- and out-of-class academic interventions/tutoring

◆ Leverage partnerships with parents/families via home visits and other engagement strategies

◆ School-day and after-school (including but not limited to access for rising 10th and 11th graders to summer) credit recovery opportunities that support A-G completion

Supporting Empowered Graduates: Focal Area Three

Focal Area 3:
Integrate Real World Learning

Year 2 Action #3: Strengthen Tier 1 instruction in core academic and CTE classes so that CTE and work-based learning standards are more effectively integrated throughout student learning experiences.

➔ Identify and implement common Tier 1 instructional strategies in core academic and career technical education courses that support student access to grade-level-appropriate texts, standards, and assessments.

➔ Provide direct instructional support to teachers in targeted content areas/pathways through strategies including but not limited to professional development and coaching sessions

➔ Deepen collaboration between core content teachers, career technical education teachers, and work-based learning staff via regular communities of practice/PLC's

➔ Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and essential elements of the work-based learning continuum

Sup't Strategic & CTE Plan Timeline

CTE Plan Development

- January 31, 2023: Review Access & Completion Data and gather input from Committee members
- March 9, 2023: High School Linked Learning CTE staff present the CTE Plan and Committee members vote to approve
- May 2023: Linked Learning submit the Comprehensive Local Needs Assessment to meet 2023-24 Perkins eligibility requirements.

Strategic Plan Development

- February 2023: Draft Year 3 Actions will be developed.
- May 2023: Year 3 Actions will be finalized.

Four-Year Graduation Rate

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	88.10%	96.9%	69.0%	78.8%	94.3%	Not Available	Not Available	76.4%	66.7%	47.4%	Not Available
2019-20	89.10%	97.8%	72.2%	80.8%	95.1%	Not Available	Not Available	74.4%	70.9%	36.8%	Not Available
2020-21	89.10%	99.2%	85.7%	86.2%	97.5%	Not Available	Not Available	77.3%	66.7%	60.0%	91.0%
2021-22	91.10%	98.8%	85.1%	93.4%	97.8%	Not Available	Not Available	92.0%	92.5%	100.0%	92.2%

Extended Graduation Rate

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19		N/A	33.3%	16.7%	N/A	Not Available	Not Available	23.1%	N/A	16.7%	Not Available
2019-20		N/A	0.0%	24.6%	50.0%	Not Available	Not Available	26.7%	0.0%	0.0%	Not Available
2020-21		N/A	75.0%	50.0%	N/A	Not Available	Not Available	40.0%	20.0%	N/A	66.7%
2021-22		N/A	N/A	80.0%	100.0%	Not Available	Not Available	50.0%	50.0%	N/A	N/A

Academic Proficiency in Reading Language Arts

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	60.6%	90.2%	63.1%	71.3%	87.1%	Not Available	Not Available	65.5%	58.7%	61.0%	Not Available
2019-20	62.0%	99.1%	89.4%	92.8%	99.2%	Not Available	Not Available	91.8%	88.9%	78.0%	Not Available
2020-21	62.0%	95.5%	74.6%	73.2%	88.1%	Not Available	Not Available	57.2%	44.3%	65.9%	82.3%
2021-22	63.4%	96.3%	73.2%	78.5%	89.4%	Not Available	Not Available	72.3%	70.7%	67.7%	78.9%

Academic Proficiency in Mathematics

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	33.0%	90.3%	58.8%	66.6%	80.8%	Not Available	Not Available	63.9%	58.4%	48.0%	Not Available
2019-20	34.5%	96.0%	89.4%	92.9%	95.8%	Not Available	Not Available	93.3%	95.1%	88.6%	Not Available
2020-21	34.5%	89.0%	68.0%	68.9%	79.6%	Not Available	Not Available	59.6%	52.5%	55.8%	77.5%
2021-22	36.5%	88.1%	68.8%	72.5%	79.3%	Not Available	Not Available	69.3%	69.1%	65.5%	75.5%

Academic Proficiency in Science

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	27.7%	93.3%	63.0%	72.5%	87.6%	Not Available	Not Available	65.5%	62.0%	64.7%	Not Available
2019-20	28.2%	97.1%	89.6%	91.9%	99.2%	Not Available	Not Available	92.6%	89.6%	86.0%	Not Available
2020-21	28.2%	91.4%	71.8%	71.2%	86.4%	Not Available	Not Available	58.1%	47.6%	61.0%	81.3%
2021-22	31.2%	91.8%	70.0%	78.6%	90.8%	Not Available	Not Available	78.0%	77.6%	72.4%	81.2%

Post-Program Placement

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	67.2%	76.7%	47.7%	63.6%	75.6%	Not Available	Not Available	58.5%	53.1%	11.1%	Not Available
2019-20	68.0%	59.6%	38.5%	49.7%	74.6%	Not Available	Not Available	29.4%	7.7%	71.4%	Not Available
2020-21	68.0%	63.9%	39.1%	50.9%	67.0%	Not Available	Not Available	36.0%	16.7%	50.0%	60.4%
2021-22	69.4%	0.0%	0.0%	0.0%	0.0%	Not Available	Not Available	0.0%	0.0%	0.0%	0.0%

Attained Recognized Post-secondary Credits

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	21.60%	38.6%	20.6%	40.2%	42.6%	Not Available	Not Available	30.1%	22.9%	31.6%	Not Available
2019-20	23.90%	37.5%	19.3%	38.5%	56.2%	Not Available	Not Available	31.6%	18.2%	5.3%	Not Available
2020-21	23.90%	48.9%	29.6%	37.9%	46.1%	Not Available	Not Available	29.6%	16.0%	0.0%	32.4%
2021-22	26.20%	42.9%	12.7%	35.2%	31.7%	Not Available	Not Available	25.7%	14.9%	60.0%	35.1%

Participated in Internships

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19		10.5%	11.9%	13.2%	15.7%	Not Available	Not Available	8.8%	5.7%	7.2%	Not Available
2019-20		8.5%	4.7%	6.9%	10.1%	Not Available	Not Available	6.7%	5.2%	6.6%	Not Available
2020-21		3.3%	5.7%	7.1%	8.6%	Not Available	Not Available	3.9%	2.8%	10.6%	9.0%
2021-22		9.2%	7.7%	11.8%	12.6%	Not Available	Not Available	11.5%	11.9%	3.2%	7.9%

CTE Enrollment / Completion

Year	All Students Eligible for CTE	All CTE Participants	All CTE Completers	Male (Enrolled / Completed)	Female (Enrolled / Completed)	w/ Disabilities (Enrolled / Completed)	Economically Disadvantaged (Enrolled / Completed)	Non Trads (Enrolled / Completed)	Single Parents (Enrolled / Completed)	Out-Of Workforce (Enrolled / Completed)	English Learners (Enrolled / Completed)	Homeless (Enrolled / Completed)	Foster (Enrolled / Completed)	Parent on Active Duty (Enrolled / Completed)
2018-19	2230	1579	546	30.9%	38.5%	28.4%	34.7%	64.5%	Not Available	Not Available	35.9%	37.5%	15.8%	Not Available
2019-20	2307	1596	731	44.9%	46.9%	43.9%	44.1%	77.8%	Not Available	Not Available	39.7%	32.7%	26.3%	Not Available
2020-21	2499	1696	916	49.5%	58.9%	48.8%	52.0%	87.1%	Not Available	Not Available	36.3%	21.0%	0.0%	55.0%
2020-21	2309	1312	851	60.8%	69.6%	54.5%	63.0%	88.2%	Not Available	Not Available	55.8%	47.8%	20.0%	68.8%

Discussion

- Identify areas of concern and promise that you see in the data.
- What is OUSD doing well? What needs to be improved?
- Considering the Empowered Graduates strategic goals (Yr 2), are there additional actions you'd like us to consider including in the '23-24 CTE Plan?

Oakland Unified School District

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Career Technical Education Plan

High School Linked Learning will gather input from the CTE Committee members for the Comprehensive Local Needs Assessment to inform the application to the CDE for Perkins funding for the 2023-24 school year AND inform the development of the Empowered Graduates Strategic Plan (Yr 3).

We sincerely thank you for your time.

Today's Facilitators from OUSD's Linked Learning Department:

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