



**College &  
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Established by Measure N



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Oakland Technical High School

2025-2026 Measure N and H  
Education Improvement Plan Presentation



Presented to Measures N and H Commission

**April 24th, 2025**

[www.ousd.org](http://www.ousd.org)



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# Overview of School

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- Student Enrollment - 1,791
- Highlights of Student Demographics (including LCAP and Focal Population)
  - 31.7% Black or African American 15.5% Asian
  - 20.1% Latinx 11% Multiple Ethnicity
  - 18.2% White 2.6% Not Reported
- Schoolwide Systems Supporting Pathway Quality Improvement:
  - **Adult Teaming** - Pathways teams in place across the school. Pathway teams consists of an teachers in ELA, Math, Sci, Social Studies, RSP, CTE, Counselor, and Assistant Principal (AP). By the start of 25-26, we will have 5 full pathway teams.
  - **Collaborative Preps** - Master Schedule offers opportunities for collaboration within pathways
  - **Pathway Lead Collaboration** - Opportunities for the leads of each pathway to meet to collaborate across pathways, and collaborate for whole school benefit
  - **Systematic Process for Pathway Enrollment** - We have a quality process to support student preparation and enrollment into the entry of our five respective pathways.

# Overview of School

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- **Other highlights:** - Graduation rate increase, dropout rate decrease, A-G readiness increase, % of students in pathways, other college and career readiness indicators (dual enrollment passage with a C or better, post-secondary plan completion, CTE course participation and passage with a C or better, financial aid application, work-based learning)



# Computer Academy



Industry Sector:

Information and Communication

Technologies

Pathway Enrollment by Grade Level:

**10th Grade - 89**

Pathway Enrollment by Grade Level:

**11th Grade - 91**

Pathway Enrollment by Grade Level:

**12th Grade - 100**

# Pathway Name: Computer

## Reflections on 2024-2025 so far

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### Progress:

- **What specific evidence of progress in *pathway development* are you most proud to highlight?**
  - The intervention plan involves all pathway teachers' working collaboratively to identify and providing support to at-risk students after every report card period
  - Pathway mentoring program involving industry professionals who are matched to students and meets every Monday.
  - The fact that the senior capstone course is well-aligned with the curriculum and has a research paper, a presentation, and an artifact.
  - Pathway 10th and 11th grade CTE courses earn college credit
- **What might be some ways that your pathway(s) help to addressing equity challenges in your school for your LCAP focal student groups?**
  - Access to tutoring particularly in math , CTE, and sciences
  - Mentors from the industry sector matched to our students
  - Pathway recruitment process
- **How do your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of your progress?**
  - Master schedule provides common collaboration period and students

# Pathway Name: Computer

## Reflections on 2024-25 so far

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### Question #2:

- **What might be some challenges that you encountered in making progress toward your three-year goals?**
  - Loss of CTE teachers 2 years in a row (2022-2023, 2023-2024).
  - Unable to cohort a third of our 10th grade English 2 students due to presence of the Paideia course
  - Getting all staff particularly new ones to be familiar with the pathway goals and alignment with curriculum
- **What new or revised strategic actions have your school or pathway implemented to address these challenges**
  - There is increased access to professional development and available coaching for our new teachers
  - Proposed/considering a new AP seminar course for English 2 that will be offer to all pathway students and ensure 100% cohort participation
- **How have these actions impacted student achievement and experience?**
  - Regular access to professional development for new teachers improve academic achievement of students.
  - Having a 66% cohort participation in English 2 deny some students a uniform experience and certain timely information that is necessary.
  - Assistant principal, counselor, resource specialist, work-based liaison, and college-counselors are all useful resource for student progress
- **What are some specific ways that your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of these challenges?**
  - We are struggling to implement an integrated curriculum unit across 2 or more content areas in 10th and 11th grade

# Pathway Name: Computer

## Looking Ahead to 25-26

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### Question #3:

- **What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?**
  - The absence of the student support specialist made the intervention process more meaningful and brought value and closeness between teachers and students, teachers and teachers, counselor and resource specialist.
- **What challenges do you anticipate related to pathway development in the coming year?**
  - Vertical alignment of our courses (English, History, CTE to capstone) in all grade levels.
  - Increasing available internships and mentorships for our students.
  - Building back our certification program and students .
- **How do you anticipate addressing these challenges?**
  - Increase attendance in pathway meeting and collaboration meetings.
  - Providing extended contracts to teachers for student support/intervention process beyond regular hours.
  - Create a partnership with the OUSD Tech services and seek help from our advisory board.
- **How will Measures N and H funds continue to support strategic actions and progress toward addressing both?**
  - Provide funding for extended contracts, work-based learning related field trips, and fund teacher positions.

# Engineering Pathway



Industry Sector:

Engineering and Architecture

Pathway Enrollment by Grade Level:

**10th Grade - 98**

Pathway Enrollment by Grade Level:

**11th Grade - 78**

Pathway Enrollment by Grade Level:

**12th Grade - 60**



# Pathway Name: Engineering

## Reflections on 2024-2025 so far

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### Progress:

- What specific evidence of progress in *pathway development* are you most proud to highlight?
  - A semi-fully developed adult teaching team. We've added 5 additional members (teachers) to the team during the 2024-2025 school year. We have found additional resources to secure an FTE to finish out our teaching team to ensure all students are served within the academy. In addition, we have a dedicated Assistant Principal and Counselor aligned with serving our Pathway students.
  - Consistent Pathway Collaboration Meetings
- What might be some ways that your pathway(s) help to addressing equity challenges in your school for your LCAP focal student groups?
  - Interdisciplinary curricular units
  - Student talks conversations around: assets, challenges, and solutions to student concerns
  - SSTs
  - Development of an site based Advisory Board
  - Engineering Academy Student Leadership Council
- How do your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of your progress?
  - Cohorted classes
  - Aligned Pathway Collaboration Preps
  - WBL Activities (etc: Resume Writing Session, and etc CTE Activities)

# Pathway Name: Engineering

## Reflections on 2024-25 so far

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### Question #2:

- What might be some challenges that you encountered in making progress toward your three-year goals?
  - **Teacher Turnover - We've lost a CTE teacher from last school year to this school year. This school year, we lost another CTE teacher midyear.**
  - **Teacher Engagement - Many of our new pathway teachers are new to the pathway experience and are learning to adjusting to what it means to be in an academy.**
  - **Lack of Vertical Alignment**
- What new or revised strategic actions have your school or pathway implemented to address these challenges
  - **Building out our Pathway Adult Teaming**
  - **Transcript reviews for general student pop. and academic plans for those deficient**
  - **Collaborative Preps**
  - **We have engaged in team building opportunities to build sense of community amongst members**
- How have these actions impacted student achievement and experience?
  - **Increased resources and supports for the pathway to support student achievement**
  - **Increased time to acclimate staff to Linked Learning Model and students to pathway experience**

# Pathway Name: Engineering

## Looking Ahead to 25-26

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### Question #3:

- What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?
  - **We need to build capacity to prevent members of the team being overwhelmed and adequate supports/interventions being available.**
  - **Importance of rigorous program of study to ensure students are academically prepared for future academic courses**
  - **The importance of distributive leadership**
- How will Measures N and H funds continue to support strategic actions and progress toward addressing both?
  - **Funding an Pathway retreat to support team building, vertical alignment, interdisciplinary planning and etc**
  - **Funding integral positions and WBL activities necessary to see offering & implementation of key components of Integrated Program of Study, Work Based Learning Opportunities and Student Support**

# Fashion Academy



Industry Sector:

Fashion and Interior Design

Pathway Enrollment by Grade Level:

**10th Grade - 80**

Pathway Enrollment by Grade Level:

**11th Grade - 94**

Pathway Enrollment by Grade Level:

**12th Grade - 112**

# Pathway Name: Fashion

## Reflections on 2024-2025 so far

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### Progress:

#### **What specific evidence of progress in *pathway development* are you most proud to highlight?**

- The addition of the Advanced Placement Literacy course has provided cohorted access to Academy Students
- The cohorts are aligned and the vertical alignment of curriculum is progressing and cross curricular projects are increasing.
- The Increased number of fieldtrips, field days, and Assembly's.
- The establishment of a functioning and transparent Academy team with systems in place to access funds, organize activities, and implement distributive leadership across grade level, curriculum, and cte courses.

#### **What might be some ways that your pathway(s) help to addressing equity challenges in your school for your LCAP focal student groups?**

- Supported development of grade level teams.
- Increased student engagement activities: Student Leadership, Fashion Funday and Fashion Showcase
- The collaborative development of a Student Wellness Center for Fashion Academy Students
- The addition of a Fashion Academy Counselor and a WBL Coordinator
- The establish of a budget committee to oversee equitable distribution of funds to support student activities

#### **How do your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of your progress?**

- The Fashion Curriculum includes WBL content in General Ed and CTE Courses
- Grade level collaborations support WBL activities, field trips, workshops, and guest speakers
- The master schedule includes cohorted classes, collaboration prep periods and a WBL Specific prep period.

# Pathway Name: Fashion

## Reflections on 2024-25 so far

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**What might be some challenges that you encountered in making progress toward your three-year goals?**

- The sudden and unexpected loss of 2 longterm, influential and foundational teachers
- A Transition in Administrative and Pathway Leadership
- The loss of a student support specialist who supported students without designated case managers
- District budget cuts
- A change in teachers in History, English, and Fashion Classes

**What new or revised strategic actions have your school or pathway implemented to address these challenges**

- Schoolwide honor of the teacher we lost suddenly for students and staff to commemorate.
- Rotating leadership from 3 Assistant Principals and the Principal himself mirror the lower campus administrative practices.
- The appointment of a new Director
- The addition of an Academy focused counselor supporting A-G requirements, student retention and academic advising.
- The development of grade level teams supports new teachers and collaborative projects and activities.
- Intentional team development practices implemented in consistent transparent meetings supported by a consultant Expert

**How have these actions impacted student achievement and experience?**

- Increased Fieldtrips, student incentive and activities have recreated a community culture on Upper Campus.
- Academic Counselor is more accessible to students
- Students see teachers engaging and supporting each other which supports students growth.

**What are some specific ways that your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of these challenges?**

# Pathway Name: Fashion

## Looking Ahead to 25-26

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### Question #3:

**What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?**

- Increasing transparency in systems increases trust and enhances student services
- Inclusive decision making empowers teacher engagement which increases creative ideas.
- The addition of the academic counselor increases access to academic and student support.
- Developing grade level, budget and small committees increases teacher input and supports
- The rotation schedule of school leadership administration increased consideration of our academy
- If the Academy Director is a fulltime teacher the support of a co director is essential

**What challenges do you anticipate related to pathway development in the coming year?**

- Teacher and staff turnover and retention due to district budget cuts.
- The Upper Campus location of the Fashion Academy can be an obstacle to student selection and class accessibility

**How do you anticipate addressing these challenges?**

- Measures N and H funds will continue to support teacher and staff retention including CTE and WBL coordinators .
- Supports student fieldtrips and activities

# Health Academy



Industry Sector:

Health Science and Medical

Technology

Pathway Enrollment by Grade Level:

**10th Grade - 92**

Pathway Enrollment by Grade Level:

**11th Grade - 96**

Pathway Enrollment by Grade Level:

**12th Grade - 81**



# Pathway Name: Health

## Reflections on 2024-2025 so far

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- **What specific evidence of progress in *pathway development* are you most proud to highlight?**
  - Expanded our CTE offerings on our Master Schedule to the full three-year course of study
  - Students are in a CTE class every year from 10-12, Academy-exclusive
  - CTE classes guide students from information to inequality and how to enact change
  - Expanded list of health-focused internships with WBL Liaison, Terrance Holliday, for students who want health internships but did not get into the Academy
- **What might be some ways that your pathway(s) help to addressing equity challenges in your school for your LCAP focal student groups?**
  - Prioritized at-risk students in Pathway Match process so that the students who have the most to gain were able to get into the academy that increases their interest in school.
  - Cohorting in 25-26 will be even stronger than previous years as 10th grade students will only be in CP or AP humanities classes.
  - Our Academy is implementing a systemic Mentoring program of 12th graders helping 10th graders face the challenges that await the younger students.
- **How do your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of your progress?**
  - Program of Study reflects the changes made to our course offerings, with the 12th grade CTE class and an expanded list of Dual Enrollment options.
  - The WBL Plan for the Academy reflects our dedication to the goal of maximizing students' time in professional and collegiate settings, from field trips, internships, and trainings/certifications.
  - Our Master Schedule reflects the additional CTE offerings, as well as the timed coordination for mentoring between 10th and 12th graders.

# Pathway Name: Health

## Reflections on 2024-25 so far

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### Question #2:

- **What might be some challenges that you encountered in making progress toward your three-year goals?**
  - Adding a CTE course meant revising the teaching lines for several teachers around the campus.
  - Topics and curriculum for the 10th and 11th grade courses also needed adjustment.
  - Dual enrollment remains challenging in terms of consistent, year-over-year offerings.
  - WBL Form has needed many revisions before becoming ready for wide adoptions within the academy.
- **What new or revised strategic actions have your school or pathway implemented to address these challenges**
  - Additional CTE credentials are being obtained by Academy teachers
  - Adjustment to Health Fair topics and plans
  - How have these actions impacted student achievement and experience?
  - Students will have CTE-specific instruction for capstone work in 12th grade, with consistent work and milestones along the way.
  - Student output in 12th grade is more supervised and aligned with standards and expectations.
- **What are some specific ways that your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of these challenges?**
  - Program of Study reflects the need for a 12th grade class, a consistent capstone for the entire academy.
  - The WBL plan shows the wide array of extracurricular experiences students have access to, regardless of background
  - The Master Schedule aligns 12th and 10th for mentoring.

# Pathway Name: Health

## Looking Ahead to 25-26

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### Question #3:

- **What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?**
  - The challenge of adding CTE credentials is a real one, and a worthwhile goal.
  - Adding three sections to the Master Schedule required a lot of juggling and adjustment, but will be worth the headache.
- **What challenges do you anticipate related to pathway development in the coming year?**
  - The inequity of gender interest for the medical field and college enrollment remains a challenge for our program.
  - The lack of a Student Support Specialist means that additional student outreach is being added to the teachers' already-full schedules.
- **How do you anticipate addressing these challenges?**
  - We need to highlight the range of experiences that all genders go through as part of the medical field.
  - Additional support from Academy Counselor, Pathway Coach, and other support staff positions.
- **How will Measures N and H funds continue to support strategic actions and progress toward addressing both?**
  - Funds will be used for field trips, support staff, and outreach events that will encompass the entire spectrum of students and experiences.
  - Measure N and H funds will be used for maximizing engagement with focal students in order to increase graduation outcomes.

# Race, Policy and Law (RPL) Academy



Industry Sector:

Public Services

Pathway Enrollment by Grade Level:

**10th Grade - 62**

Pathway Enrollment by Grade Level:

**11th Grade - 62**

Pathway Enrollment by Grade Level:

**12th Grade - 59**

# Pathway Name: Race, Policy, and Law

## Reflections on 2024-2025 so far

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### Progress:

- What specific evidence of progress in *pathway development* are you most proud to highlight?
  - Student cohorting (English, CTE, History, Science and Math) and adult teaming
  - Offering a new course - Forensics Science to all 10th grade students
- What might be some ways that your pathway(s) help to addressing equity challenges in your school for your LCAP focal student groups?
  - Forensics Science - fulfilling A-G requirement
  - Math Tutoring weekly afterschool
  - Circle Practice as a Tier 1 practice
- How do your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of your progress?
  - Master Schedule reflects the cohorting and teaming

# Pathway Name: Race, Policy, and Law

## Reflections on 2024-25 so far

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### Question #2:

- What might be some challenges that you encountered in making progress toward your three-year goals?
  - Relatively new team (i.e. 2 out of the 3 CTE teachers are new to the pathway) so our focus has been on curriculum and Students of Concern
  - Loss of the Student Support Specialist in 2024-25
- What new or revised strategic actions have your school or pathway implemented to address these challenges
  - Focus on pathway aligned projects instead of interdisciplinary projects
  - Focus on vertical alignment towards Capstone
  - Assigning a counselor and resource specialist to the pathway
- How have these actions impacted student achievement and experience?
  - More coherence on our pathway expectations around writing structure in core subjects
  - Resource Specialist joins collaboration meetings and is actively involved in making sure students' IEPs are met
  - Counselor is making sure that Transcript Reviews continue 2x a year
  - Counselor has joined the weekly COST Team meetings to monitor Tier 2-3 interventions for students
- What are some specific ways that your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of these challenges?

# Pathway Name: Race, Policy, and Law

## Looking Ahead to 25-26

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### Question #3:

- What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?
  - Having the counselor and Resource Specialist as part of the pathway team is incredibly helpful towards supporting and monitoring our focal groups' on track to graduation progress, and at the same time, not having a Student Support Specialist is still incredibly challenging
- What challenges do you anticipate related to pathway development in the coming year?
  - Everyone on the team is over capacity
- How do you anticipate addressing these challenges?
  - Prioritizing goals and strategic actions
- How will Measures N and H funds continue to support strategic actions and progress toward addressing both?
  - Funding teacher positions and field trips that are related to Integrated Program of Study, Work Based Learning Opportunities and Student Support

# Questions?



# EVERY STUDENT THRIVES!



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1000 Broadway, Suite 680, Oakland, CA 94607

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