



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OUSD CTE Advisory Committee

April 29, 2021



Facilitated by High School Linked Learning staff

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Items



OAKLAND UNIFIED
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- Roll Call - Attendance
- Brown Act Overview
- Elections: Chair, Vice-Chair, Secretary
- Comprehensive Local Needs Assessment





Brown Act Overview

- The CTE Advisory Council must be Brown Act compliant (1953).
- A chair, vice-chair, and secretary must be voted in.
- Meeting agendas will be posted 72 hours prior to meetings.
- Minutes will be taken.
- Meetings will be recorded for public viewing.
- Public comment is welcome for each item at the designated time.

Advisory Council Elections



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- **Chair**
- **Vice Chair**
- **Secretary**

Comprehensive Local Needs Assessment



Design, Visual & Media Arts Participation & Achievement Data



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Oakland High + Skyline High + Oakland Tech + Fremont High + Oakland International + Madison Park
+ Castlemont

Key Noticings:

1. Overall student participation has increased between 2018-19 and last year from 1,556 to 1,764 students. Participation rates for African American students increased from 332 to 383 and Latinx participation from 816 to 883
2. D's and F's still high but decreased between 2018-19 and 2019-20, from 24.8% of African American students to 18.9% and from 21.9% of Latinx students to 16.2%
3. Participation in internships increased for Latinx students from 60 to 84 but decreased for African American students from 23 to 20
4. Graduation rates for African American and Latinx DVM students increased: for African American students, from 88.0% to 92.3%; for Latinx students, from 93.8% to 95.8%

Engineering Design Participation & Achievement Data



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Oakland High + McClymonds + Madison Park

Key Noticings:

1. **Increased participation rates** from 180 African American students in Engineering Design in 18-19 to 154 in 19-20. Latinx participate also increased from 152 in 18-19 to 169 in 19-20.
2. 16.1% of African American scholars **completed** in 18-19 as compared to 22.7% the following year; for Latinx students, the increase was even greater, from 4.6% in 18-19 to 18.3% in 19-20; highest completion rates among Asian students at 27.0% in 18-19 and 28.9% in 19-20
3. Between 18-19 and 19-20, decreased **participation in internships** among African American (from 10.8% to 3.8%)
4. Increase in **graduation rates** for African American and Latinx Engineering students: for African American scholars, from 88.5% to 98%; for Latinx, from 92.6% to 96.1%.
5. Of the eight **Engineering teachers** across five schools, *all* are anticipated to return in 2021-22 and half have earned their CTE credential (evidence of direct industry experience)

CTE Transitions

Post-Secondary Completion, Class of 2016

Certificates of Proficiency:

- 22 across all CTE

Certificates of Achievement

- Zero

AS and AA Degrees:

- 56 across all CTE

CTE Transitions

Post-Secondary Completion, Class of 2018

Certificates of Proficiency:

- 6 across all CTE

Certificates of Achievement

- Zero

AS and AA Degrees:

- 16 across all CTE

Current Strategies to Improve CTE Student Outcomes

2020-21

CLNA identified 2020-21 Focal Areas:

- High-quality CTE Equipment
- Middle School outreach
- Student Leadership
- Peralta Transitions
- Job Training & Skills Trades
- Curriculum & Instruction
- Administration

CLNA identified 2020-21 Strategies:

- CTE Advisory Boards
- Middle School Articulation
- Student Leadership Exploration
- Post-Secondary Transitions Initiative
- Youth Workforce Development series
- CTE Coaching & Professional Development

Strategies Identified by CTE Teachers, March 2021

“Think about how to support students with multi-racial identities - continue work on including anti-racist pedagogy and exploration of identity in the classroom.”

Refine data systems and analyze student participation and achievement data frequently.

Refine pathway outreach and balance demographics.

“Collaborate with pathway lead to examine more broadly student achievement across the pathway classes to develop a joint strategy; consider buddy classroom observation and targeted outreach and support to African American males for internship opportunities, including support for application completion and participation in other work-based learning experiences.”

Proposed Strategies to Improve CTE Student Outcomes

2021-22

- Increase participation of “non-traditional” students in career pathways through increased middle school career awareness and targeted ninth grade outreach and engagement
- Improve student learning outcomes by embedding anti-racist pedagogy and quarterly data analysis in CTE teacher professional development *and* engaging African American and Latinx students in targeted learning with industry professionals (“work-based learning”) who look like them *and* providing industry-standard equipment to enable learning for careers
- Improve CTE student transition to Peralta CTE by increasing CTE dual enrollment and Peralta Summer Institute participation and through Post-Secondary Transitions initiative
- Improve CTE completion rates by implementing Student Leadership within and beyond CTE pathways and providing targeted Professional Development for teachers to align practice and curriculum with industry



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2021-22 CTE Advisory Council Meetings

Next meeting:

Comprehensive Local Needs Assessment for
2022-23

April 14, 2022

We sincerely thank
you for your time.



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

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