OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

High School Linked Learning Director's Report

LINKED LEARNING OAKLAND

Presented by Rebecca Lacocque

Presented to CTE Advisory Committee

February 8, 2024

Outcomes:

- Share updates about Career Technical Education in Oakland Unified

- Gather insight from the CTE Advisory Committee regarding OUSD's CTE programming

HSLLO
Career Technical Education Leaders

CTE Coaches, Coordinators:

- Sam Berg
- Katie Cugno
- Camrin Fredrick
- Lizzie Humphries
- Colette Kang
- Rachel Restani
- James Treacy
- Brenda Tuohy
- Shannon LeCompte

*Career Technical Education; Arts, Media & Entertainment Professional Development at KALA Art Institute, November 2023*

Oakland High VAAMP students discussing their artwork with customers at the Winter Artist Market at MOCHA, 2023

Work-Based Learning:

- Tatiana Newman-Wade, Coordinator, Work-Based Learning
- *Vacancy*, Internship Program Manager
- Emiliano Sanchez, Coordinator, CTE Trades and Apprenticeships
- Dr. Emily Frank, Health Pathways Consultant

Career Technical Education in OUSD

Real life work experiences

Apply academic and technical skills

Increase student college and career readiness and employability

RIGOROUS ACADEMICS

COMPREHENSIVE SUPPORT SERVICES

CAREER TECHNICAL EDUCATION

WORK-BASED LEARNING
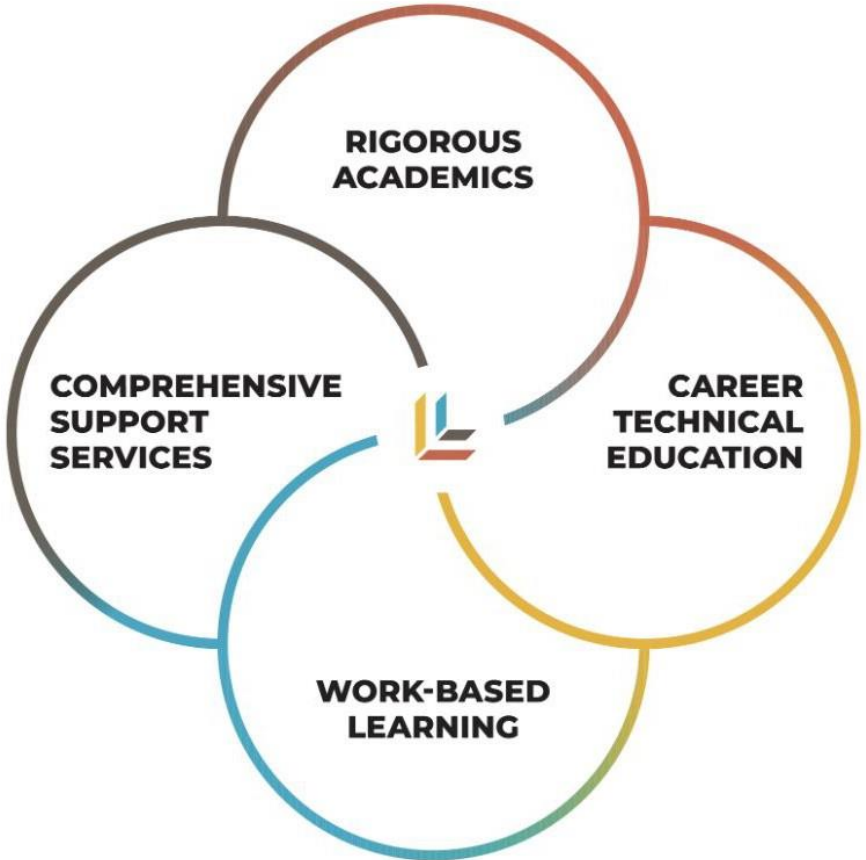
OUSD Students are...

COMMUNITY LEADERS

CREATIVE PROBLEM SOLVERS

RESILIENT LEARNERS

CRITICAL THINKERS

College, Career, AND Community READY

COLLABORATIVE TEAMMATES

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Supporting Empowered Graduates: Year 3

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 3 Action #1: Build capacity of site-based teams (CCRS, CTS, School Counselor, WBLL, teachers, admin) to implement post-secondary planning initiatives so **all students (and focal LCAP groups) achieve a core set of post-secondary readiness benchmarks** by...	Year 3 Action #2: Increase the capacity of site-based teams to implement supports that ensure **students (including focal LCAP groups) are on-track to graduate** by...	Year 3 Action #3: Increase pathway teacher capacity to ensure **students (including LCAP focal groups) demonstrate mastery of college and career readiness standards** (i.e. CCSS/NGSS, CTE Model Standards, Career Readiness Standards) in core and CTE courses by:

Focal Area 1:

1. Ensuring students graduate with a defined post-secondary goal (two- or four-year college, workforce training, pre-apprenticeship, and/or the world of work) and aligned post-secondary plan

2. Increasing participation in early college credit and work-based learning opportunities (dual enrollment, concurrent enrollment, internships) that allow students to experience college and explore careers that will inform their post-secondary plan

3. Increasing student participation in College & Career Awareness and Exploration Visits

4. Increasing student awareness and completion of Financial Aid applications (FAFSA, CADA)

5. Ensuring students understand OUSD graduation and A-G requirements and have a graduation plan that allows them to access their post-secondary plan

6. Ensuring parents/families have information that will help them support their student(s) to make informed decisions regarding their high school and post-secondary plans

Focal Area 2:

1. Ensuring students recover credit needed for graduation and post-secondary plan implementation

2. Ensuring students have access to classroom-embedded interventions and supplemental academic instruction

3. Ensuring students understand A-G requirements and other courses/experiences recommended to succeed on their post-secondary path

4. Building master schedules that are inclusive of and ensure equitable access to credit recovery, acceleration, and pathway opportunities (i.e. cohorted classes, internships, dual enrollment, etc.)

Focal Area 3:

1. Providing professional learning opportunities focused on integrating Tier 1 instructional practices across core and CTE content areas to support student access to grade-level standards, grade-level appropriate texts, and assessments.

2. Coaching core and CTE teachers to integrate Tier 1 instructional practices into daily instruction

3. Coaching core and CTE teachers to integrate essential elements of work-based learning, as well as CTE and College Readiness standards into daily instruction.

4. Supporting the development of standards-aligned learning experiences and assessments that are 1) horizontally and vertically-aligned, and 2) integrate core content, Career Technical Education, and Work-Based Learning

LINKED LEARNING
OAKLAND

LINKED LEARNING - PATHWAYS to
COLLEGE AND CAREER (by Industry Sector)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

To learn more about Linked Learning pathways in OUSD High Schools, contact rebecca.lacocque@ousd.org.

Arts, Media & Entertainment
- Media Academy @ Fremont
- Multimedia Academy @ Oakland International
- Visual Arts Academy Magnet Program (VAAMP) @ Oakland High
- Visual and Performing Arts Academy (VAPA) @ Skyline
- Media Pathway @ Madison Park Academy

Building Trades & Construction
- Architecture and Design Academy @ Fremont

Business & Finance
- Entrepreneurship Pathway @ McClymonds
- RISE Business Leaders of Tomorrow Pathway @ Oakland High School

Education, Child Development & Family
- Education and Community Health Academy @ Skyline
- Education Pathway @ Street Academy

Energy, Utilities & Environment
- Green Energy Academy @ Skyline
- Environmental Science Academy @ Oakland High

Engineering & Design
- IDEA @ Oakland High
- Project Lead the Way @ McClymonds
- Sustainable Urban Design Academy @ Castlemont
- Engineering Academy @ Oakland Tech
- Architecture and Design Academy @ Fremont

Fashion & Interior Design
- Fashion, Art & Design Academy @ Oakland Tech

Health Science & Medical Technology
- Health & Biotech Academy @ Oakland Tech
- Life Academy of Health & Bioscience @ Life Academy
- Public Health Academy @ Oakland High
- Health and Fitness Pathway @ Dewey Academy
- Community Health Equity Academy @ Castlemont
- Mental Health Pathway @ Rudsdale Newcomer
- Education & Community Health Academy @ Skyline

Hospitality, Tourism & Recreation
- Hospitality and Culinary Arts Pathway @ Ralph J. Bunche Academy

Information Technology
- Computer Science & Technology Academy @ Oakland Tech
- Computer Science & Game Design @ Skyline
- Community Leadership and Innovation Pathway @ CCPA
- Technology Pathway @ Rudsdale
- Technology Pathway @ Sojourner Truth

Marketing, Sales & Services
- Social Entrepreneurship Pathway @ MetWest

Public Services
- Law & Social Justice Pathway @ Oakland High
- Race, Policy & Law @ Tech

Work-Based Learning Continuum Learning Outcomes

Career Awareness

Learning ABOUT work.

Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.

Learning Outcomes:

Describe a variety of career pathway options.

Describe how basic skills such as math and reading are used in the workplace

Explain the importance of post-secondary education and training following high school graduation

Career Exploration

Learning ABOUT work.

Explore career options and post-secondary requirements to motivate and inform decision-making in high school and post-econdary education.

Learning Outcomes:

Explain basic knowledge and skills required for success in college and careers

Connect individual skills and interests to variety of career options

Connect the pathway experience to the workplace experience

Describe how post-secondary education connects to a career path of interest

Describe and use multiple resources to find jobs

Explain the options available through and importance of post-secondary education

Career Preparation

Learning THROUGH work.

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and post-secondary education.

Learning Outcomes:

Explain how the workplace functions and the skills required to succeed

Demonstrate ability to apply for employment (write a resume, interview, complete application)

Demonstrate appropriate business dress, behavior and etiquette

Describe a workplace experience, the skills required to succeed

Explain the elements and importance of workplace safety

Demonstrate general work-related skills including collaboration, effective communication, creativity, critical thinking and taking initiative

Career Training

Learning FOR work.

Train for employment and/or post-secondary education in a specific range of occupations.

Learning Outcomes:

Demonstrate knowledge AND skills specific to employment at specific site in line with specific industry standards

Develop an informed, detailed plan for career path through post-secondary and beyond

Utilize resources available at job site, and at post-secondary institution to support individual career plan

Complete clinical or apprenticeship experience as needed for full employment in career field

Explain work history and career path to others, in and outside of industry of choice

Focal Area 1:
Prepare Students for Post-Secondary Success

Year 3 Action #1: Build capacity of site-based teams (CCRS, CTS, School Counselor, WBLL, teachers, admin) to implement post-secondary planning initiatives so ==all students (and focal LCAP groups) achieve a core set of post-secondary readiness benchmarks== by…

1. Ensuring students graduate with a defined **post-secondary goal** (two- or four-year college, workforce training, pre-apprenticeship, and/or the world of work) and aligned **post-secondary plan**

2. Increasing participation in **early college credit** and **work-based learning opportunities** (dual enrollment, concurrent enrollment, internships) that allow students to experience college and explore careers that will inform their post-secondary plan

3. Increasing student participation in **College & Career Awareness and Exploration Visits**

4. Increasing student awareness and completion of **Financial Aid applications** (FAFSA, CADA)

5. Ensuring students understand OUSD graduation and A-G requirements and have a graduation plan that allows them to access their post-secondary plan

6. Ensuring parents/families have information that will help them support their student(s) to make informed decisions regarding their high school and post-secondary plans

93 graduates left us without a clear goal or plan, and we have no record of the steps they may have taken towards preparing for life after high school. (5% of all graduates)

202 underserved students had a postsecondary goal in the tracker, but they did not take steps to accomplish this plan (ie applying to programs/financial aid). (10% of all graduates)

386 graduates have taken at least one step toward a postsecondary goal (ie submitted an application OR completed financial aid). (20% of all graduates)

1280 graduates left us with a postsecondary plan (a postsecondary goal, application, and financial aid submission) (65% of all* graduates)

*Note: *Students participating in a PEC program post-high school are not counted here.*

Post-Secondary Readiness & Access

Financial Aid Applications
-   69% of Class of 2023 seniors completed Financial Aid applications

Postsecondary Outcome Tracker Data
-   3rd year of postsecondary outcome trackers for 12th grade students, this year with LCAP designator
-   64% of seniors have identified a postsecondary goal
-   640 seniors have developed postsecondary program lists
-   1016 seniors (of 2,391) have submitted college applications as of January 2024 (including UC, CSU, HBCU/Private/Out of State, and community college)
-   1,719 total college applications submitted as of January 2024

CTE Pathways via Dual Enrollment 2023-24

Education, Berkeley City College, Castlemont HS, OakTown Leaders Apprenticeship Program

Environmental Management & Technology, Merritt, Castlemont HS

Business, Berkeley City College, CCPA and McClymonds, Oakland HS, Skyline, MPA

Intro to Computer Programming, Berkeley City College, CCPA, McClymonds, Oakland Tech

Emergency Medical Technician, Merritt College, Districtwide

Wood Technology, Laney College, Fremont HS

Adobe Photoshop Basics, Laney College, Fremont HS

Health Professions, Merritt College, Life Academy

Engineering, Laney, MPA, Oakland Tech

Exploring Health Issues, BCC, MPA, McClymonds

Kinesiology, McClymonds, Oakland HS

Apparel Design, College of Alameda, Oakland Tech, Oakland HS

Administration of Justice, Oakland HS, CCPA

Real Estate, Merritt College, CCPA, McClymonds

Graphic Arts, MPA

WBL in Action: Career Exploration

Career Exploration Overall Impact:

To our system
- Career exploration visits, especially skilled trades fairs & MFG Day, are written into schools WBL Plans. Aligning them to pathways and grades.

To our Industry Partners
- Partners from all sectors are working with us to make the events regular/annual.
- Increase of Industry Partners from all sectors participating in district-wide events

To our students
- Increased number of seniors transitioning into career paths of choice, including health and Skilled Trades. In 2023, 9 out of 12 in skilled trades program stayed to complete the Adult Program.
- Oakland ACE Mentor Program: 29 of 30 initial students were from Oakland.
- Two seniors received combined over $10,000 in scholarships from ACE.

WBL in Action: College & Career Exploration

Career Exploration →

ECCCO Summer 2023 Peralta Institute:

- **CTE Courses:**
    - 92 OUSD students enrolled, with 84% persistence rate
    - 11 for-credit CTE college courses
    - 89% of grades of C or better (11% Withdrawals)

- **CTE Workshops:**
    - 28 OUSD students enrolled, with 64% persistence rate
    - 3 non-credit CTE workshops

- **Student supports:**
    - Orientation, assigned PI Advisor, weekly seminar, stipend
    - Bilingual Resource Specialist for students with IEPs and English Learners

WBL in Action: Career Exploration & Preparation

Career Exploration

Career Preparation

School-year Work Based Learning:
Career Pathway Community College Exploration and Impact

- Peralta Colleges Tours

  - COA - CTE Discovery Day April 2024: 8-10 schools, including families from Fremont HS

  - Laney - Focal Student Efforts
    - Rudsdale and Skyline Newcomers to Laney's FabLab, February 2024
    - African American Male Achievement to Laney College, March 2024
    - Students with Special Needs, in design
    - African American Female Excellence and Latino Student Achievement, Spring 2024

WBL in Action: College Exploration & Preparation

Career Exploration →

Career Preparation →

CTE College Exploration Overall Impact:

To our system
- Peralta Colleges are reaching out to make these annual events.
- Peralta Colleges are eagerly attending more school site events.
- Peralta Colleges are more willing to offer Dual and Concurrent opportunities

To our students
- Students who would probably not visit Laney or College of Alameda Campus get the opportunity to visit and learn about their programs.
- Students are receiving more one-on-one support with Peralta application process

WBL in Action: Career Preparation

Career Preparation →

School-year Work Based Learning: <u>Partner Support and Impact</u>

- HSLLO Support with Internship Readiness across our system
  - Sites hold School Mock Interview Days
  - Sites hold Internship/Career Fairs
  - With Alt. Ed Schools, Career Fairs are held every semester.

Partnership Support Overall Impact:

To our system
- Industry Partners are on school campuses more frequently.

To our students
- Students receive feedback from industry professionals prior to entering internships.
- Students at alt ed school receive transitional support, meeting individuals to support with their post secondary goals.

Career Technical Student Organization: Fremont High School Architecture Academy, SkillsUSA

SkillsUSA is a national organization that represents nearly 400,000 career and technical education students and teachers. Through their framework, SkillsUSA students hone their hands-on skills against current industry standards in more than 130 occupational areas, from 3-D Animation to Welding and nearly everything in between. Students demonstrate their skills and learning through hands performance assessments, competitions.

Fremont has completed over the years in through the Architecture Academy, in the area of Carpentry. Fremont's participation was stalled during the pandemic but came back strong last year. Although they only had 3 student compete last year, all 3 placed in the state competition and competed at the Regional Event.

In 2024, Fremont entered to compete in Carpentry, Electrical and Woodworking/Cabinet Making: 3 in carpentry and 2 in electrical had their performance assessment on Saturday 1/20/24 and 5 will compete on Saturday 2/3/24 in Woodworking.

The students, depending on their scores from the SkillsUSA judges, will go on to the SkillsUSA Regional Competition.

Go, Fremont Tiger!!

CTE Infrastructure Improvements

Schools & Pathways

- Design services for electrical, plumbing, architectural and mechanical infrastructure drawings for pathways across the following high school sites: Oakland High School, Skyline High School, Madison Park Academy, Castlemont High School, Oakland Technical High School and Fremont High School.
- Castlemont High School: Sustainable Urban Design
- Madison Park Academy: Digital Art & Design
- Oakland High School: Engineering and Visual Arts
- Oakland Technical High School: Engineering and Fashion
- Skyline High School: Visual & Performing Arts and Arts, Media & Entertainment

CTE Infrastructure Improvements

Projects Completed and/or Scheduled for 23-24

- Castlemont: industry standard work tables, student chairs, instructor chair, projector and sound system (Sustainable Urban Design classroom)
- Madison Park Academy: equipment and installation for cord management system; projector and sound system (Media classroom)
- Oakland High School: industry standard design tables (Visual Arts classroom); removal of modular furniture, floor patching and electrical upgrades (Engineering classroom)
- Oakland Technical High School: industry standard work tables, student chairs/stools, instructor chairs, projectors and sound systems (two Engineering classrooms); student supply storage lockers (Fashion classroom)
- Skyline High School: five security doors to create a black box theatre (Performing Arts classroom); sink installation (Visual Arts classroom)

CTE Vehicles

High School Linked Learning CTE purchased two ten-seat (one driver and nine passenger) vans. High school sites will be able to reserve them for small scale work-based learning and career preparation activities.

Focal Area 3:
Integrate Real World Learning

Year 3 Action #3: Increase pathway teacher capacity to ensure <mark>students (including LCAP focal groups) demonstrate mastery of college and career readiness standards (</mark>i.e. CCSS/NGSS, CTE Model Standards, Career Readiness Standards) in core and CTE courses by:

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Promising Practices: CTE → Career Exploration and Preparation

- Project embedded Work-based Learning opportunities throughout a unit of study → Deep Learning & Career Readiness

  - Students build their knowledge about a topic and explore its related careers through a combination of guest speakers, field trips, and coaching and feedback from industry professionals on their project deliverables. Finally, students present their work to industry professionals for evaluation.

Chief of Staff for Oakland City Councilmember Kalb coaches RPL students on their policy deliberations in a mock City Council Meeting

- Oakland City Council simulation on policy solutions to homelessness (RPL@ Oakland Tech, LSJ@Oakland High)
- Coliseum Redevelopment Project (SUDA@Castlemont)
- Damon Marsh Shoreline Restoration Project (Green Academy@Skyline)

Promising Practices: CTE → Career Exploration and Preparation

- Industry partners host Career Exploration Visits for students from multiple school sites:
  - Robotics teams from Computer Science & Engineering Pathways at McClymonds, Oakland Tech, Oakland High, Skyline, and CCPA visited the Tesla Factory in Fremont to get technical support from Tesla engineers, learn about career opportunities, and tour the factory.
  - Health pathways visits to Highland Hospital
- Students showcase their work to authentic audiences in professional settings:
  - CTE AME (Arts, Media, Entertainment) Teachers working with Civic Design Studio and E14 Gallery to plan and host the Youth Creative Expo in April 2024 (students exhibiting alongside Bay Area creative professionals)
  - Oakland High Public Health Academy students debated medical ethics for an audience of UC Berkeley Public Health graduate students and faculty
- Teachers learn directly from industry professionals and take it back to their classrooms
  - UCSF CSEO Bioscience Teacher Institute for teachers districtwide occurred in November; showing impact now–CTE health integration in English classes at Rudsdale]

Photos from Youth Creative Expo, 2023

Promising Practices: CTE → Literacy

- Provide Professional Learning sessions and resources for teachers on practices to support literacy:
  - District-wide trainings (summer) and site-based trainings (Rudsdale, Street Academy) that focused on the integration of literacy-rich CTE pathway-themed Project-Based Learning (PBL) projects with follow-up coaching sessions to support Content-Language Objectives
  - Linked Learning partnered with the ELLMA Office and Academics to create a Tier 1 Language and Literacy Toolkit, now being used district-wide in professional learning for CTE and core teachers, with a district-wide focus on student talk
  - "Pathway Literacy" professional learning community of 4 OUSD high schools shares key research-validated reading, writing, and academic discussion practices with teaching staff to increase student literacy in CTE and Core classes
  - Linked Learning partnership with Peralta Community Colleges to provide training (3-part series) on literacy best practices for adolescent achievement to Dual Enrollment college instructors who enroll OUSD students in their courses
- Collaborate with industry partners to provide professional development for teachers to develop pathway-aligned curriculum that supports literacy skills
  - Engaged industry partner (KQED) to build innovative student projects at Madison Park Academy that support media and literacy skills
  - History Around Us AME externship trained history and media teachers to create projects using augmented reality tools to help students engage with local histories. Projects launching this spring

Promising Practices: CTE → Math

- Integrated project units that address math and CTE standards
  - Visual art integration in Algebra and Geometry projects at **Oakland High's** VAAMP
  - At **Castlemont**, the Community Health Equity Academy and Sustainable Urban Design Academy present integrated projects (10th and 11th grade) to community members each semester.
- **MPA** Math teacher Esther Wong designed a math project that integrated product design and video based on learning from KQED Media Arts Integration Externship
- Engineering teachers from **McClymonds, Oakland High, and Oakland Tech** met for 2 full-day retreats, collaborating across sites and with partners from local industries to develop unit plans and uplift mathematics in engineering projects, (i.e. using Archimedes Principle to calculate the water line of cardboard boats).
- AP Statistics students at **Skyline** presented data analysis techniques to their peers to support senior Capstone projects.

Promising Practices: CTE → postsecondary access

- Samuel Merritt University career exploration visit for **Skyline, Castlemont, Dewey** health pathway students
- **Skyline** VAPA Pathway students visit the California College of the Arts on March 29th
- **O-High** Environmental Science Academy seniors presented their capstone action projects to faculty from Merritt College Natural History & Sustainability department and UC Berkeley Civil & Environmental Engineering departments
- Law pathway students from **O-High & Tech** visit Berkeley Law and present their final project work to students and faculty

Questions?