



## Clarification Career Technical Education Plan 2024-25

### Context:

Oakland Unified School District serves approximately 35,000 students K-12, with a little under 10,000 across 16 high schools. For a view of OUSD enrollment over time, you can access the public dashboard at [ousddata.org](https://ousddata.org). OUSD's mission is to graduate students college, career, and community-ready. The OUSD Strategic Plan includes four initiatives: Strong Readers; Empowered Graduates; Joyful Schools; and Diverse & Stable Staff. The High School Linked Learning network is laser-focused on Empowered Graduates, which has four focal areas: 1) Prepare students for post-secondary success; 2) Develop systems of personalized support; 3) Integrate real-world learning; and 4) Strengthen high school preparation.

Since 2014, OUSD's high schools have been transforming outcomes for students through college and career pathways. The approach is called Linked Learning. Career education is a foundational element of the linked learning approach. Students learn about careers, develop industry-specific and transferable skills, develop navigation skills, and become masterful readers, writers, mathematicians, and thinkers through career-integrated core academics with embedded student support.

### Three-Year Growth Targets (2024-27):

- Increase overall CTE participation by 6%
- Increase overall CTE completion by 6%
- Increase students with special needs who complete CTE by 5%
- Increase English learners who complete CTE by 5%
- Increase four-year graduation rates for students with special needs who are CTE Completers by 5%
- Increase enrollment of CTE completers in college post-graduation by 5%
- Increase students with special needs and English learners who are CTE completers and attain dual enrollment credit by 5%

### Definitions:

- A Career Technical Education participant is a student who takes at least one CTE course.
- A Career Technical Education completer is a student who completes a sequence of at least two CTE courses with a C- or better.

**The Plan:**

The following is a summary of the investment and strategic actions for each. Investments are organized by industry sector, as defined by the CA Department of Education. OUSD high schools with career technical education pathways in each sector are listed under the sector name. Below, \* denotes that dual enrollment offerings are aligned with the linked learning pathway.

| <b>Arts, Media &amp; Entertainment (AME)</b>  |  |
|---|--|
| Pathways:<br><i>Game Design &amp; Integration: Skyline High School</i><br><i>Performing Arts: Skyline HS</i><br><i>Design, Visual, and Media Arts: Oakland High School, Oakland Technical High School, Fremont High School, Skyline High School, Madison Park Academy (Middle and High Schools)</i> |  |
| <b>Investment Area</b>  | <b>Strategic Actions</b>   |
| Instructional Coaching  | Instructional quality, integration of student supports and work-based learning; across all schools with AME pathways   |
| CTE classroom equipment, materials  | Sustained support across all pathways<br>Amplified support for Graphic Design, Madison Park and expansion              |
| Career Awareness, Exploration, Training   | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |
| Industry-standard computer technology and associated hardware   | Oakland HS, Fremont, Madison Park Academy, Skyline HS  |
| Dual Enrollment   | Oakland HS *, MPA *, Fremont *   |

| <b>Sector: Building &amp; Construction Trades</b>  |   |
|--|---|
| Pathways:<br><i>Residential &amp; Commercial Construction Skyline High School, Fremont High School, Montera Middle School</i><br><i>Fab Labs: Castlemont, McClymonds</i> |   |
| <b>Investment Area</b>   | <b>Strategic Actions</b>                        |
| Skilled Trades Staffing  | Career Awareness, Exploration                   |
| Skilled Trades Exploration Visits  | Career Awareness, Exploration                   |
| Fab Labs   | Engineering and Design applications, work-based |

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|                       | learning<br>College of Alameda, Peralta Institute (workshop, not for credit) |
| OSHA 10 certification | College of Alameda, Peralta Institute  |
| Cypress Mandela       | Career training, current students and graduates                              |
| Student Leadership    | Skills USA, Local and National competition                                   |
| Dual Enrollment       | Wood Technology, Fremont HS *  |

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| <b>Sector: Business and Finance</b><br><i>Pathways:</i><br><i>Business Management: Oakland High School, McClymonds High School</i> |  |
| <b>Investment Area</b>   | <b>Strategic Actions</b>   |
| CTE Instructional Coaching   | Instructional quality, integration of student supports and work-based learning at Oakland HS's newcomer pathway        |
| CTE Infrastructural Upgrades (proposed)  | Business Management, Oakland HS  |
| Career Awareness, Exploration, Training  | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |
| Business Entrepreneurship, Concurrent Enrollment   | Berkeley City College, Peralta Institute   |
| Dual Enrollment  | Early college credit at Madison Park, McClymonds, Oakland HS *, CCPA, Skyline HS                                       |

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|---|--|
| <b>Sector: Education, Child Development, and Family Services</b><br><i>Pathways:</i><br><i>Education, Street Academy, Skyline High School</i> |  |
| <b>Investment Area</b>  | <b>Strategic Actions</b>   |
| CTE classroom equipment, materials  | Sustained support across Education pathways  |
| Career Awareness, Exploration, Training   | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |

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| Dual Enrollment | OakTown Leaders with Berkeley City College (talent pipeline for OUSD), Castlemont HS |
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**Sector: Energy, Environment, and Utilities**  
*Pathways:*  
*Energy & Power Technology: Skyline High School*  
*Environmental Resources: Oakland High School*

| <b>Investment Area</b>                  | <b>Strategic Actions</b>   |
|---|--|
| CTE classroom equipment, materials      | Sustained support across all pathways  |
| Career Awareness, Exploration, Training | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |

**Sector: Engineering and Architecture**  
*Pathways:*  
*Engineering Technology: Oakland Technical HS, Oakland HS, Fremont HS, Castlemont HS, McClymonds*

| <b>Investment Area</b>                  | <b>Strategic Actions</b>   |
|---|--|
| CTE Instructional Coaching              | Instructional quality, integration of student supports and work-based learning across pathways                         |
| CTE Infrastructural Upgrades (proposed) | Engineering at McClymonds  |
| Robotics, Concurrent Enrollment         | Berkeley City College, Peralta Institute   |
| Robotics, Clubs                         | Career-readiness skills, career awareness; Skyline, CCPA, Oakland High, West Oakland Middle, McClymonds                |
| Career Awareness, Exploration, Training | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |
| Dual Enrollment                         | Engineering with Laney College at MPA, Oakland Tech *  |

**Sector: Fashion and Interior Design**

*Pathways:*  
*Fashion Design & Merchandising: Oakland Technical HS*

| <b>Investment Area</b>                  | <b>Strategic Actions</b>   |
|---|--|
| CTE Instructional Coaching              | Instructional quality, integration of student supports and work-based learning at Oakland Tech                         |
| Cosmetology, Dual Enrollment            | Laney College, Peralta Institute   |
| CTE Infrastructural Upgrades (proposed) | Fashion Design, Oakland Technical HS   |
| Career Awareness, Exploration, Training | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |
| Dual Enrollment                         | Apparel Design with CoA, Oakland Tech *, Oakland HS *  |

**Sector: Health Science and Medical Technology**

*Pathways:*

*Patient Care: Dewey Academy, Life Academy*

*Biotechnology: Oakland Technical HS*

*Public & Community Health: Castlemont HS, Skyline HS, Oakland HS*

*Mental & Behavioral Health: Ruidsdale Newcomer*

| <b>Investment Area</b>                    | <b>Strategic Actions</b>   |
|---|--|
| CTE Instructional Coaching                | Instructional quality, integration of student supports and work-based learning across pathways                         |
| Dental Terminology, Concurrent Enrollment | College of Alameda, Peralta Institute  |
| iCare, EMT, Concurrent Enrollment         | Merritt College, Peralta Institute   |
| Career Awareness, Exploration, Training   | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |
| Dual Enrollment                           | Emergency Medical Technician with Merritt College, Districtwide  |

**Sector: Hospitality, Tourism, and Recreation**

Pathways:

Food Service &amp; Hospitality: Ralph J. Bunche Academy

| <b>Investment Area</b>                       | <b>Focal Area</b>  |
|--|--|
| CTE classroom equipment, materials           | Sustained support  |
| Culinary, Dual Enrollment, Peralta Institute | Early college credit and career exploration in Culinary  |
| Career Awareness, Exploration, Training      | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |

**Sector: Information and Communication Technologies**

Pathways:

Oakland Technical HS, Skyline HS, Coliseum College Prep Academy; Edna Brewer, Bret Harte, Claremont, United for Success, Elmhurst, Frick, Montera, West Oakland MS, Urban Promise, and Urban Promise Academy (Computer Science courses, Middle School)

| <b>Investment Area</b>                    | <b>Strategic Actions</b>   |
|---|--|
| CTE Instructional Coaching & Coordination | Instructional quality, integration of student supports and work-based learning across pathways, including middle school Computer Science |
| CTE Infrastructural Upgrades (proposed)   | Game Design, Skyline High School   |
| Games Design, Concurrent Enrollment       | Berkeley City College, Peralta Institute   |
| Career Awareness, Exploration, Training   | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership                   |
| Dual Enrollment                           | CIS with Berkeley City College at CCPA, McClymonds, MPA, Skyline, and Oakland HS   |

**Sector: Public Services**

Pathways:

Legal Practices: Oakland Technical HS, Oakland HS

| <b>Investment Area</b>     | <b>Strategic Actions</b>                               |
|----------------------------|--|
| CTE Instructional Coaching | Instructional quality, integration of student supports |

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|  | and work-based learning across pathways  |
| <b>Sector: Public Services (con't)</b><br><i>Pathways:</i><br><i>Legal Practices: Oakland Technical HS, Oakland HS</i> |  |
| iServe, Concurrent Enrollment  | Merritt College, Peralta Institute, Pathways to Legal Professions  |
| Career Awareness, Exploration, Training  | Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership |
| Dual Enrollment  | Administration of Justice with Merritt College at Oakland HS * and CCPA  |

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| <b>Sector: Transportation</b><br><i>These are exploration programs, not pathways in OUSD high schools.</i> |   |
| <b>Investment Area</b>   | <b>Strategic Actions</b>  |
| Aviation Careers (in development)  | Career exploration and training   |
| Diesel Mechanics   | Career exploration and training (College of Alameda, Peralta Institute) |

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| <b>Across Sectors</b><br><i>Non-pathway specific investments to improve access and success for students in CTE</i> |  |
| <b>Investment Area</b>   | <b>Strategic Actions</b>   |
| Post-Secondary Transition Specialists  | Transition supports for newcomers @ Oakland International, Fremont, Oakland HS, Castlemont, Ruidsdale Newcomer                                       |
| Credit Recovery  | McClymonds, Fremont, Castlemont, enabling continued participation in CTE   |
| College & Career Pathway (Linked Learning) Coaches   | Alternative Education, McClymonds, Castlemont, Fremont, Oakland HS, Oakland Tech, Skyline, Madison Park Academy; CTE integration into core academics |
| Project-Based Learning Institute   | Integration of CTE, Core Academics, and Work-Based   |

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|  | Learning   |
| Educator Externships                         | Professional development for CTE-credentialed teachers; industry experience and hours toward credential for teachers without a CTE credential  |
| Work-Based Learning Staffing and Programming | Coaching of site-based staff to implement high-quality WBL systems; fostering industry partnerships; designing and managing student internships, including student payment and work permits, as applicable |
| Dual Enrollment Early College Credit         | Expand dual enrollment offerings, including of CTE dual enrollment<br>Summer concurrent and dual enrollment in CTE through Peralta Institute   |
| CTE Teacher Credentialing                    | Ensuring teachers of CTE classes have adequate industry experience   |
| OUSD Alumni Highway to Work                  | Emergency Room Technician<br>EMT<br>Medical Interpreter  |
| Access for Students with Special Needs       | Universal design professional development for CTE teachers to increase access and success for students with IEPs   |

### **OUSD's Financial Investments in Career Technical Education Programming**

*Note that CTE is a core component of the Linked Learning approach. Figures below reflect all funds with a goal code of 3800, meaning that it is to integrate CTE standards and career guidance into the school curriculum.*

Overall Expenditure for Career Technical Education in '22-23: **\$36,196,440**

#### *High-Level Breakdown of '22-23 Expenditures:*

- Teachers, Staff & Benefits (including summer and other extended contracts): \$16,734,514
- Equipment, Supplies: \$2,150,439
- Contracted Services, including Transportation, Software Licenses, Student Stipends for Internships: \$3,317,196
- Capital Outlay: \$296,204





Indirect & Charter Payments (Measure N): \$2,451,042

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