OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent's Report: CTE in Core Academics

LINKED LEARNING OAKLAND

Presented by Vanessa Sifuentes

Presented to Measures N & H Commission

February 6, 2024

Outcomes

- Highlight promising practices arising from CTE content in Linked Learning classrooms

- Share how HSLLO CTE coaches are intentionally bringing industry partners and industry themes into the academic core

- Gather insight from Measures N & H Commissioners to inform ongoing work to embed industry themes and partners into core learning experiences for OUSD scholars.

HSLLO
Career Technical Education Leaders

High School Linked Learning Office:

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

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

OUSD Students are...

COMMUNITY LEADERS

CREATIVE PROBLEM SOLVERS

CRITICAL THINKERS

RESILIENT LEARNERS

College, Career, AND Community READY

COLLABORATIVE TEAMMATES

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

EVERY STUDENT THRIVES! EVERY STUDENT THRIVES!

HSLLO Focal Areas

| 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:
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	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.)	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

Career Technical Education

In

Linked Learning

Concrete knowledge & skills

Structured sequence of courses

RIGOROUS ACADEMICS

COMPREHENSIVE SUPPORT SERVICES

CAREER TECHNICAL EDUCATION

WORK-BASED LEARNING
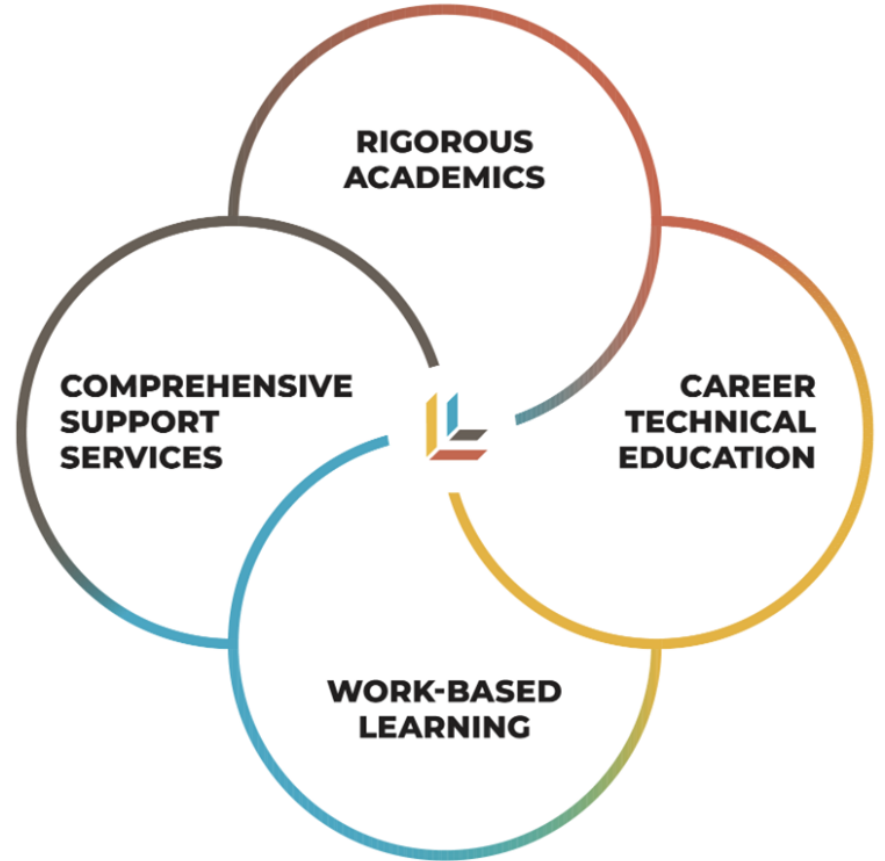
Promising Practices

- How are we leveraging CTE to deepen career exploration and preparation?

- How are we leveraging CTE to improve literacy?

- How are we leveraging CTE to improve Math?

- How are we leveraging CTE to support persistence to graduation and postsecondary planning/access/outcomes?

Career Exploration Visit (audio production) at KQED Headquarters in San Francisco with Fremont Media Academy students as part of the KQED Youth Media Takeover

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
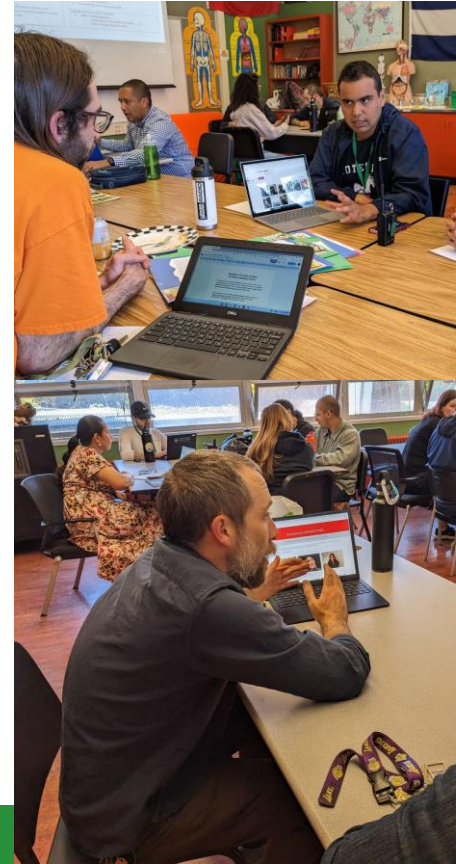
Promising Practices: CTE → Math

- 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** 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?