



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OUSD CTE Advisory Committee

December 17, 2024



Items



- **Roll Call - Attendance**
- **Action: Approve March 20, 2024 Minutes**
 - *Public Comment*
- **CTE Officers: Elections if Necessary**
 - *Public Comment*
- **High School Linked Learning Director Report**
 - *Public Comment*
- **Comprehensive Local Needs Assessment: CTE Plan 24-25 Data Review and Discussion**
 - *Public Comment*
- **Non-Agenda Items**
 - *Public Comment*



Comprehensive Local Needs Assessment



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Comprehensive Local Needs Assessment Process Flow



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December '24

OUSD shares student data and guidance with CTE Advisory Committee members by December 12

CTE Advisory Committee members review data and bring questions and/or input to December 17 meeting

CTE Advisory Committee convenes December 17 to review data and provide input to CTE Plan

February '25

OUSD CTE Advisory Committee reviews and approves OUSD CTE Plan for '25-27

May '25

OUSD staff submit CTE Plan to the CA Department of Education by May 15, 2025

Establish date for CTE Advisory Committee Retreat in September 2025

Superintendent's Strategic Plan & CTE Plan Timeline

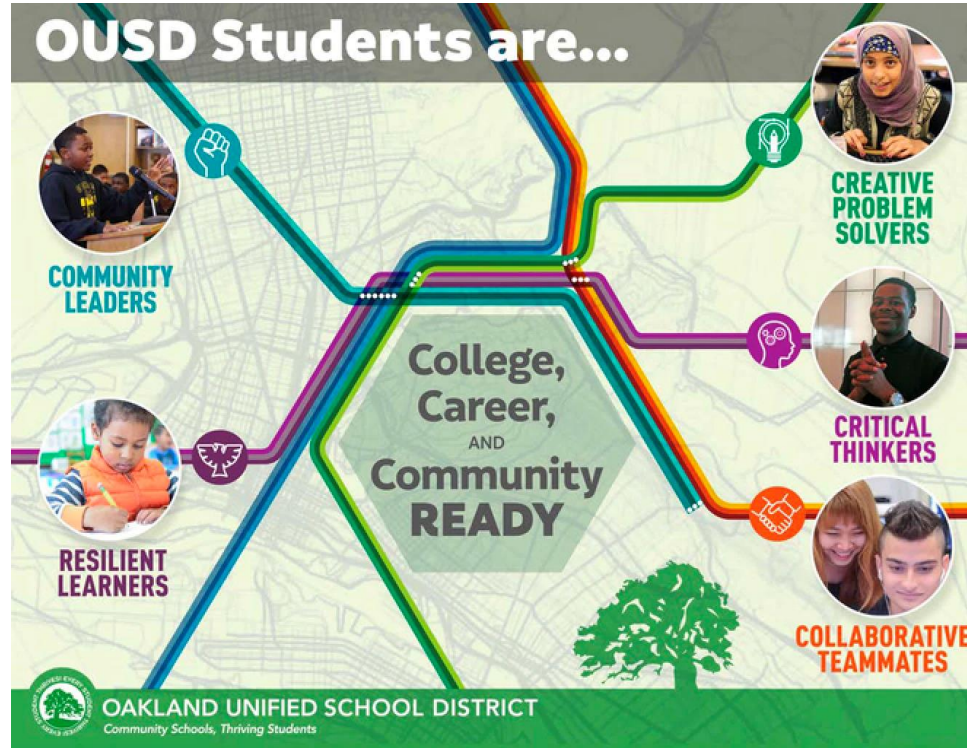
CTE Plan Development

- December 17, 2024: Review Access & Completion Data and gather input from Committee members
- February 11, 2025: High School Linked Learning CTE staff present the CTE Plan and Committee members vote to approve
- May 2025: Linked Learning submit the Comprehensive Local Needs Assessment to meet 2025-26 Perkins eligibility requirements.

Strategic Plan Development

- March 2025: Draft Year 5 Actions will be developed.
- May 2025: Year 5 Actions will be finalized.

OUSD Graduate Profile:



To learn more about Linked Learning pathways in OUSD High Schools, [contact rebecca.lacocque@ousd.org](mailto: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 6-12



Building Trades & Construction

- Architecture and Design Academy @ Fremont
- Construction @ Skyline (CTE only) - *on hiatus* 24-25



Business & Finance

- 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

- Innovative Design Engineering Academy @ Oakland High
- Engineering @ McClymonds
- Sustainable Urban Design Academy @ Castlemont
- Engineering Academy @ Oakland Tech
- Architecture and Design Academy @ Fremont



Fashion & Interior Design

- Oakland Tech Fashion 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 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

Arts, Media & Entertainment

- Media Academy, Fremont High School, jasmene.miranda@ousd.org
- Multimedia Academy, Oakland International, zachary.silverman@ousd.org
- Visual Arts Academy, Oakland High, robert.smith@ousd.org
- Visual & Performing Arts, Skyline High School, kisasi.brooks@ousd.org
- Media Pathway, Madison Park Academy 6-12, sydney.barnett@ousd.org

Building Trades & Construction

- Architecture & Construction Academy, Fremont High School, phong.hoang@ousd.org
- Construction, Skyline High School ** (on hiatus 24-25)

Business & Finance

- RISE Business Leaders of Tomorrow, Oakland High, david.tommasini@ousd.org

Education, Child Development & Family

- Education & Community Health Academy, Skyline High School, eric.espinosa@ousd.org
- Education Pathway, Street Academy, bukola.lawal@ousd.org

Energy, Utilities & Environment

- Green Energy Academy, Skyline High School, avo.akatugba@ousd.org
- Environmental Science Academy, alyssa.berkins@ousd.org

Engineering & Design

- Engineering Academy, Oakland Tech, djuan.woolridge@ousd.org
- Engineering, McClymonds High School, clayton.evans@ousd.org
- Innovative Design Engineering Academy, Oakland High School, saqib.hashim@ousd.org, hillary.chen@ousd.org
- Sustainable Urban Design Academy, Castlemont High School, lillian.jacobson@ousd.org
- Architecture & Construction Academy, Fremont High School, phong.hoang@ousd.org

Fashion & Interior Design

- Oakland Tech Fashion Academy, katita.johnson@ousd.org

Health Science & Medical Technology

- Health & Biotech Academy, Oakland Tech, kathleen.bailey@ousd.org
- Life Academy of Health & Bioscience, rodrigo.sandoval@ousd.org
- Public Health Academy, Oakland High, suzanne.lebaron@ousd.org

- Community Health Equity Academy, Castlemont High School, devynn.taylor@ousd.org
- Health & Fitness Pathway, Dewey Academy, staci.ross-morrison@ousd.org
- Mental Health Pathway, Rudsdale Newcomer, carmelita.reyes@ousd.org
- Education & Community Health Academy, Skyline High School, eric.espinosa@ousd.org

Hospitality, Tourism & Recreation

- Hospitality & Culinary Arts, Ralph Bunche Academy, ana.vasquez@ousd.org

Information Communications Technology

- Computer Science Academy, Oakland Tech, emmanuel.onyeador@ousd.org
- Computer Science & Digital Media Academy, Skyline High School, rodney.brown@ousd.org
- Community Leadership & Innovation Pathway, Coliseum College Prep Academy, amy.carozza@ousd.org
- Technology Pathway, Sojourner Truth Independent Study, alessandra.cabrera@ousd.org
- Technology Pathway, Rudsdale Continuation, carmelita.reyes@ousd.org

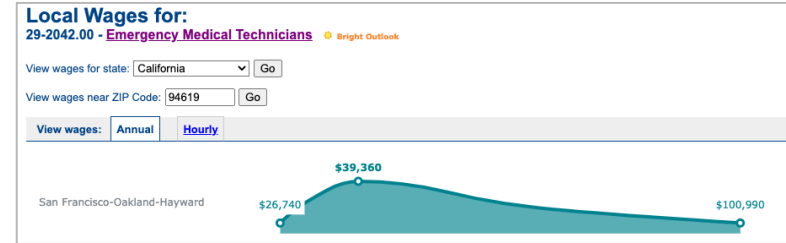
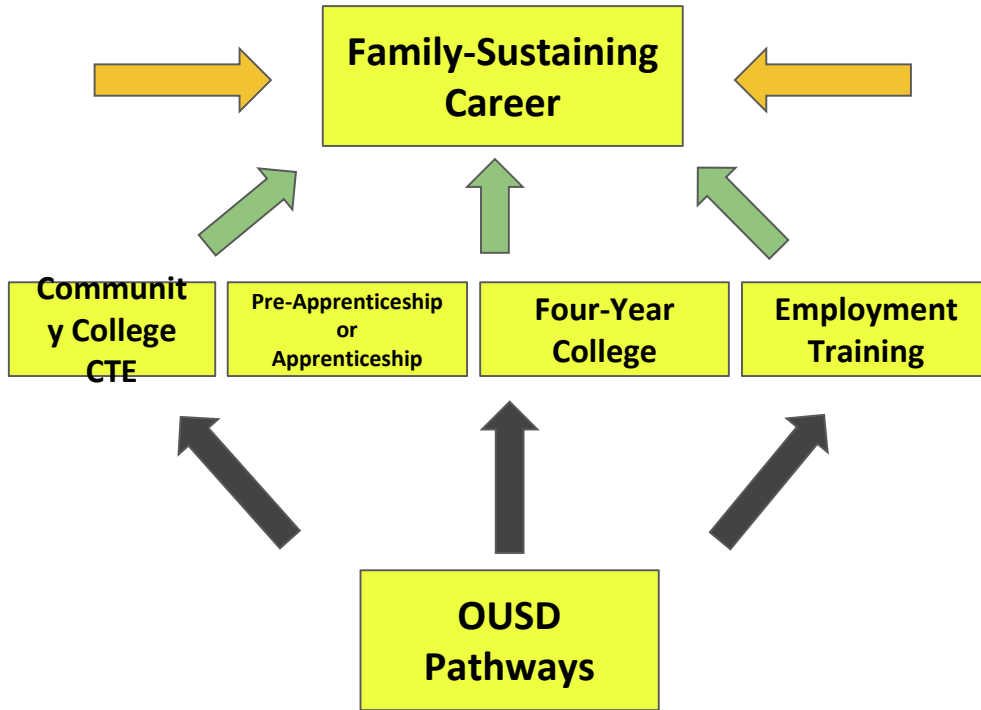
Marketing, Sales & Services

- Social Entrepreneurship, MetWest High School, shalonda.gregory@ousd.org

Public Services

- Law & Social Justice, Oakland High School, emily.macy@ousd.org
- Race, Policy & Law, Oakland Tech, jah-vee.woo@ousd.org

Why College & Career Pathways



Linked Learning Pathways: Engineering Example

Rigorous, Contextualized & Integrated Academics

Students learn Math, English, Science, and Social Sciences Common Core Standards with Engineering applications, leveraging and reinforcing skills students learning in Career Technical Education and work-based learning.

Work-Based Learning

Students learn with professionals from diverse fields in Engineering sector, everything from practicing professionalism to helping to solve complex and real problems in the industry through application of technical and academic skill acquired in the classroom

AP's, Counselors, Case Managers Aligned + Master schedule to support cohorting, credit recovery, dual enrollment, and internships + District and Citywide Focus on College and Career

Students develop college and career plans aligned with their goals, get support to meet A-G requirements and complete financial aid applications, earn college credit aligned with their plans, and receive individualized supports as needed, all leveraging learning and experiences in the pathway

Comprehensive Student Supports

Students develop deep skill and certifications in Engineering, learning to apply industry-standard technology to provide real solutions to complex problems. Students practice and apply Math, English, Science, and Social Sciences skills in these classes and learn with industry professionals.

Career Technical Education

College & Career in OUSD

- CTE Technology Upgrades
- CTE Classroom Infrastructure Upgrades
- Post-Secondary Transitions Initiative
- Dual Enrollment (27 of 59 courses are CTE)
- Fab Lab Upgrades
- CTE Contextualized Math & Literacy Specialists
- CTE Instructional Coaching:
 - Arts, Media & Entertainment
 - Engineering
 - Computer Science
 - Health Science & Medical Technology
 - Law & Public Service
- Expansion of summer Peralta Institute CTE offerings
- OUSD Alumni Highway to Work (CNA + ER Technician)



How do we know pathways are working in Oakland?

A systematic approach to Linked Learning pathways began in 2014.

Overall **high school graduation rates have increased by 18.8 percentage points**, from 60.7% for the class of 2014 to 79.5% for the class of 2024! Similarly, **eligibility for four-year college has increased by 17.1%**, from 27.9% of graduates in the class of 2014 to 48.7% of graduates in the class of 2024.

Since 2014, Linked Learning pathways have **increased graduation rates for Black students by 21.4%** – and the **gap in graduation rates between Black and White students has decreased by 80%, from 17.8% to 3.5%**. Measure H will continue these programs to close racial achievement gaps in our Oakland schools, increasing educational equity.

OUSD Career & Technical Education Plan 2024-25

Projected Two-Year Growth Targets (2024-25, 2025-26):

Note: The 2022-23 CTE Data set was incomplete due to a substantial number of CTE completers not being tracked/entered correctly in Aeries. Incomplete data is highlighted in light orange and data that does not meet state targets is highlighted in light red in graphs on slides 16-24.

- 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%.

**CTE Advisory Board
members are asked
to interpret the data
for underscoring
OUSD Perkins
investments.**

Questions to consider when reviewing the data are:

1. What strengths were identified regarding the performance of general and special populations of CTE participants?
2. What gaps in performance were identified regarding the performance of general and special populations of CTE participants?
3. What subpopulation of students could benefit from additional evidence-based services/supports?
4. What priorities are the LEA setting to address the gaps or challenges identified for the performance of general and special populations of CTE participants?

CTE Enrollment / Completion



Year	All Students Eligible for CTE	All CTE Participants	All CTE Completers	Male (Enrolled / Completed)	Female (Enrolled / Completed)	w/ Disabilities (Enrolled / Completed)	Economically Disadvantaged (Enrolled / Completed)	Non Trads (Enrolled / Completed)	Single Parents (Enrolled / Completed)	Out-Of Workforce (Enrolled / Completed)	English Learners (Enrolled / Completed)	Homeless (Enrolled / Completed)	Foster (Enrolled / Completed)	Parent on Active Duty (Enrolled / Completed)
2018-19	2230	1579	546	30.9%	38.5%	28.4%	34.7%	64.5%	Not Available	Not Available	35.9%	37.5%	15.8%	Not Available
2019-20	2307	1596	731	44.9%	46.9%	43.9%	44.1%	77.8%	Not Available	Not Available	39.7%	32.7%	26.3%	Not Available
2020-21	2499	1696	916	49.5%	58.9%	48.8%	52.0%	87.1%	Not Available	Not Available	36.3%	21.0%	0.0%	55.0%
2021-22	2309	1312	851	60.8%	69.6%	54.5%	63.0%	88.2%	Not Available	Not Available	55.8%	47.8%	20.0%	68.8%
2022-23	2215	1071	545	50.9%	50.7%	42.1%	47.3%	60.9%	Not Available	Not Available	20.2%	17.1%	66.7%	46.8%
2023-24	2229	1321	787	58.5%	60.7%	50.3%	57.6%	80.6%	Not Available	Not Available	44.3%	66.2%	0.0%	56.4%



Section 1: Four-Year Graduation Rate

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	88.10%	96.9%	69.0%	78.8%	94.3%	Not Available	Not Available	76.4%	66.7%	47.4%	Not Available
2019-20	89.10%	97.8%	72.2%	80.8%	95.1%	Not Available	Not Available	74.4%	70.9%	36.8%	Not Available
2020-21	89.10%	99.2%	85.7%	86.2%	97.5%	Not Available	Not Available	77.3%	66.7%	60.0%	91.0%
2021-22	91.10%	98.8%	85.1%	93.4%	97.8%	Not Available	Not Available	92.0%	92.5%	100.0%	92.2%
2022-23	91.10%	99.1%	88.1%	91.8%	84.3%	Not Available	Not Available	88.1%	82.9%	66.7%	92.2%
2023-24	91.10%	98.1%	90.6%	94.4%	94.8%	Not Available	Not Available	92.0%	98.5%	100.0%	100.0%

Extended Graduation Rate

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19		N/A	33.3%	16.7%	N/A	Not Available	Not Available	23.1%	N/A	16.7%	Not Available
2019-20		N/A	0.0%	24.6%	50.0%	Not Available	Not Available	26.7%	0.0%	0.0%	Not Available
2020-21		N/A	75.0%	50.0%	N/A	Not Available	Not Available	40.0%	20.0%	N/A	66.7%
2021-22		N/A	N/A	80.0%	100.0%	Not Available	Not Available	50.0%	50.0%	N/A	N/A
2022-23		N/A	N/A	66.7%	50.0%	Not Available	Not Available	66.7%	100.0%	N/A	N/A
2023-24		100.0%	N/A	66.7%	N/A	Not Available	Not Available	N/A	N/A	N/A	N/A

Academic Proficiency in Reading Language Arts



Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	60.60%	90.2%	63.1%	71.3%	87.1%	Not Available	Not Available	65.5%	58.7%	61.0%	Not Available
2019-20	62%	99.1%	89.4%	92.8%	99.2%	Not Available	Not Available	91.8%	88.9%	78.0%	Not Available
2020-21	62%	95.5%	74.6%	73.2%	88.1%	Not Available	Not Available	57.2%	44.3%	65.9%	82.3%
2021-22	63%	96.3%	73.2%	78.5%	89.4%	Not Available	Not Available	72.3%	70.7%	67.7%	78.9%
2022-23	63.40%	96.1%	75.9%	79.5%	90.5%	Not Available	Not Available	72.0%	72.4%	76.2%	83.6%
2023-24	63.40%	95.7%	77.7%	80.9%	85.2%	Not Available	Not Available	74.5%	74.6%	59.1%	84.2%

Academic Proficiency in Mathematics

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	33%	90.3%	58.8%	66.6%	80.8%	Not Available	Not Available	63.9%	58.4%	48.0%	Not Available
2019-20	34.50%	96.0%	89.4%	92.9%	95.8%	Not Available	Not Available	93.3%	95.1%	88.6%	Not Available
2020-21	34.50%	89.0%	68.0%	68.9%	79.6%	Not Available	Not Available	59.6%	52.5%	55.8%	77.5%
2021-22	36.50%	88.1%	68.8%	72.5%	79.3%	Not Available	Not Available	69.3%	69.1%	65.5%	75.5%
2022-23	36.50%	87.4%	59.8%	70.9%	81.7%	Not Available	Not Available	66.7%	70.5%	60.0%	74.3%
2023-24	36.50%	82.4%	65.0%	72.7%	77.8%	Not Available	Not Available	69.9%	71.2%	57.9%	72.5%

Academic Proficiency in Science

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	27.70%	93.3%	63.0%	72.5%	87.6%	Not Available	Not Available	65.5%	62.0%	64.7%	Not Available
2019-20	28.20%	97.1%	89.6%	91.9%	99.2%	Not Available	Not Available	92.6%	89.6%	86.0%	Not Available
2020-21	28.20%	91.4%	71.8%	71.2%	86.4%	Not Available	Not Available	58.1%	47.6%	61.0%	81.3%
2021-22	31.20%	91.8%	70.0%	78.6%	90.8%	Not Available	Not Available	78.0%	77.6%	72.4%	81.2%
2022-23	31.20%	94.0%	67.5%	78.1%	89.1%	Not Available	Not Available	73.8%	74.6%	63.2%	82.3%
2023-24	31.20%	91.1%	72.2%	80.4%	89.4%	Not Available	Not Available	77.6%	76.9%	59.1%	83.5%

Post-Program Placement

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	67.20%	76.9%	49.1%	64.1%	75.8%	Not Available	Not Available	58.8%	53.1%	11.1%	Not Available
2019-20	68%	59.7%	38.5%	50.0%	74.7%	Not Available	Not Available	29.4%	7.7%	71.4%	Not Available
2020-21	68%	65.2%	40.0%	51.6%	67.8%	Not Available	Not Available	36.6%	16.7%	50.0%	60.4%
2021-22	69%	67.1%	45.6%	55.9%	72.1%	Not Available	Not Available	35.6%	30.6%	60.0%	62.0%
2022-23	69.40%	75.1%	44.1%	57.6%	71.4%	Not Available	Not Available	38.9%	28.6%	33.3%	64.8%
2023-24	69.40%	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

Attained Recognized Post-Secondary Credits

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19	21.60%	38.6%	20.6%	40.2%	42.6%	Not Available	Not Available	30.1%	22.9%	31.6%	Not Available
2019-20	23.90%	37.5%	19.3%	38.5%	56.2%	Not Available	Not Available	31.6%	18.2%	5.3%	Not Available
2020-21	23.90%	48.9%	29.6%	37.9%	46.1%	Not Available	Not Available	29.6%	16.0%	0.0%	32.4%
2021-22	26.20%	42.9%	12.7%	35.2%	31.7%	Not Available	Not Available	25.7%	14.9%	60.0%	35.1%
2022-23	26.20%	51.9%	31.7%	42.3%	40.9%	Not Available	Not Available	33.9%	27.6%	44.4%	40.3%
2023-24	26.20%	50.2%	30.4%	43.2%	49.7%	Not Available	Not Available	42.0%	57.4%	100.0%	38.5%

Participated in Internships

Year	State Target	CTE Completers	Students w/ Disabilities	Economically Disadvantaged	Non-Traditional Gender	Single Parents	Out of Workforce	English Learner	Homeless	Foster	Parents on Active Duty
2018-19		10.5%	11.9%	13.2%	15.7%	Not Available	Not Available	8.8%	5.7%	7.2%	Not Available
2019-20		8.5%	4.7%	6.9%	10.1%	Not Available	Not Available	6.7%	5.2%	6.6%	Not Available
2020-21		3.3%	5.7%	7.1%	8.6%	Not Available	Not Available	3.9%	2.8%	10.6%	9.0%
2021-22		9.2%	7.7%	11.8%	12.6%	Not Available	Not Available	11.5%	11.9%	3.2%	7.9%
2022-23		9.9%	12.0%	12.3%	9.5%	Not Available	Not Available	6.2%	3.4%	8.3%	7.9%
2023-24		6.9%	3.8%	6.1%	7.4%	Not Available	Not Available	6.3%	7.4%	7.7%	6.4%



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Oakland Unified School District

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Career Technical Education Plan

High School Linked Learning will gather input from the CTE Committee members for the Comprehensive Local Needs Assessment to inform the application to the CDE for Perkins funding for the 2025-26 school year AND inform the development of the Empowered Graduates Strategic Plan (Yr 4).



We sincerely thank
you for your time.



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

Rebecca Lacocque, Linked Learning Director,
rebecca.lacocque@ousd.org

Shannon LeCompte, CTE Coordinator,
shannon.lecompte@ousd.org

Emiliano Sanchez, Coordinator, CTE Trades &
Apprenticeships, emiliano.sanchez@ousd.org