



**College &
Career for
All Fund**

Established by Measure N



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

OAKLAND HIGH SCHOOL



2025-2026 Measures N& H Education Improvement Plan Presentation



Presented to Measures N and H Commission

24 April 2025

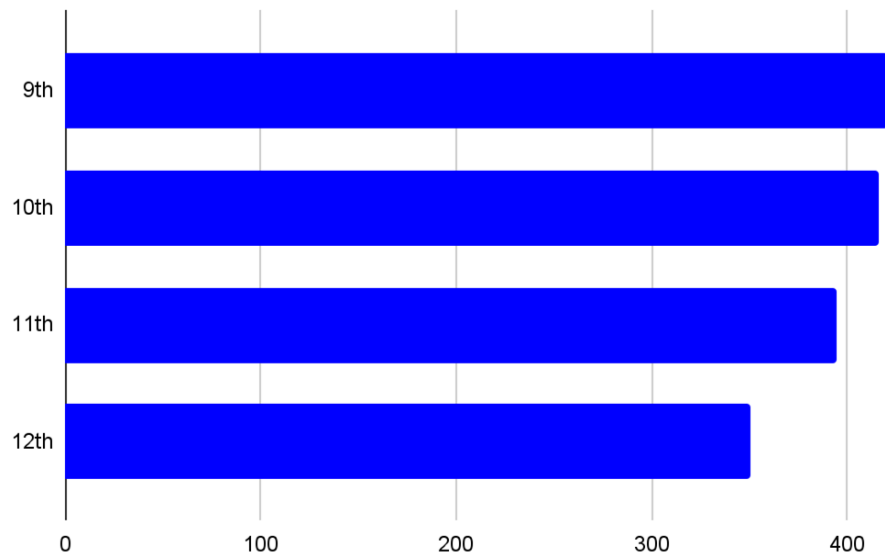
www.ousd.org



@OUSDnews

TOTAL ENROLLMENT: 1,583

ENROLLMENT BY GRADE:

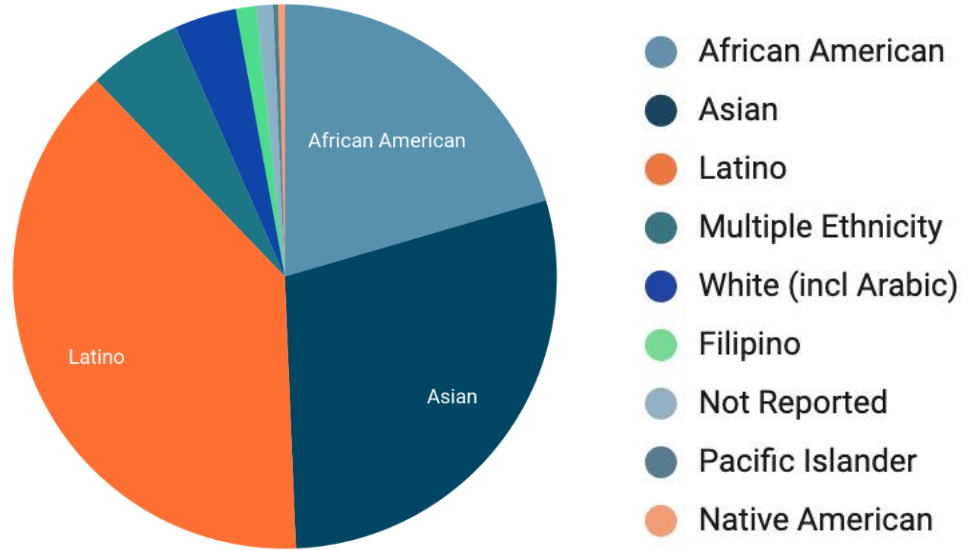


Compiled from ousddata.org on 11/5/24



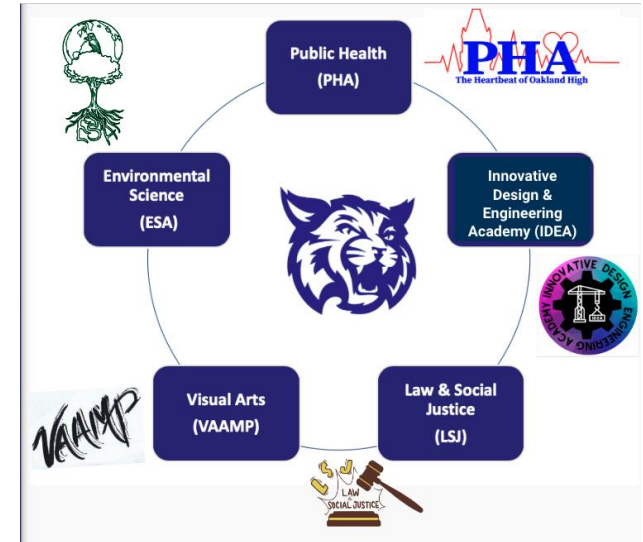


OUR STUDENTS



Our Pathways

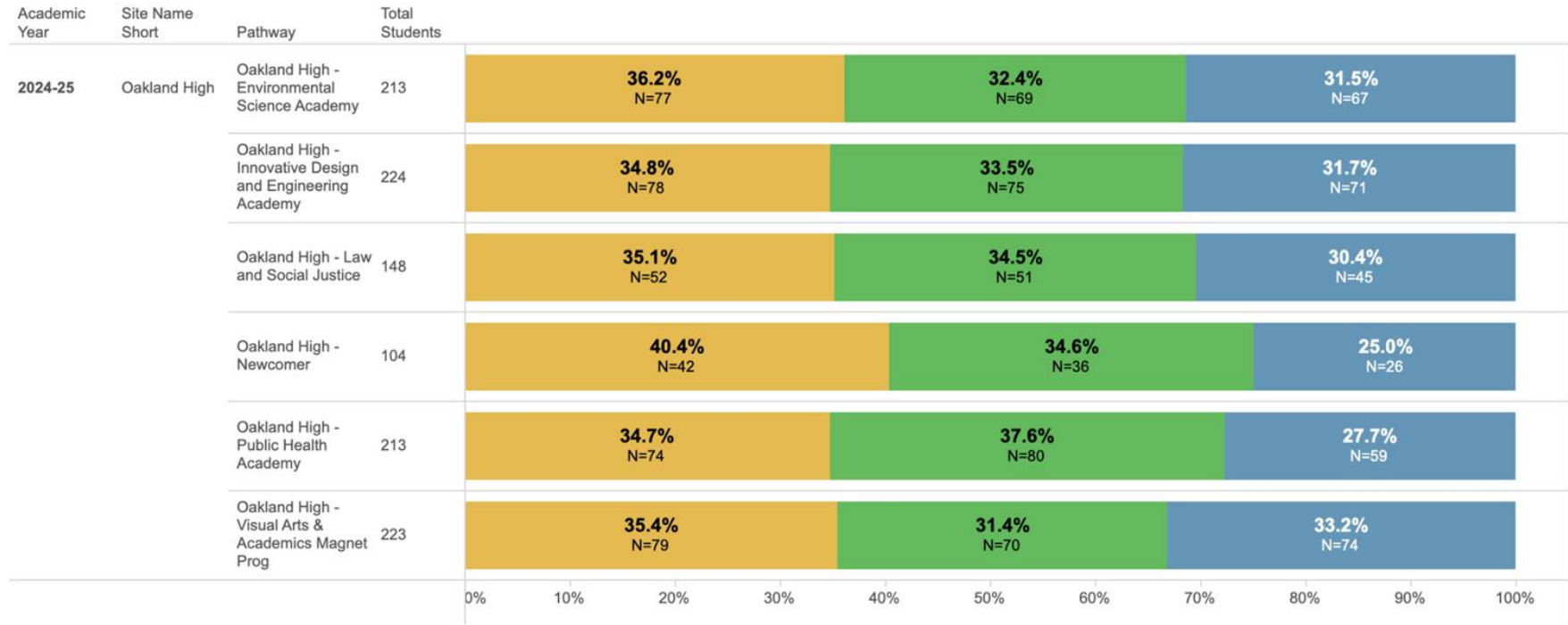
1. VAAMP - *Visual Arts*
2. Public Health Academy - *Public and Community Health*
3. Law & Social Justice - *Law and Public Service*
4. IDEA - Innovative Design and Engineering Academy (*Engineering Technology*)
5. Environmental Science Academy - *Environmental Resources*
6. RISE - Recent Immigrant Support and Engagement (*Business Management*)



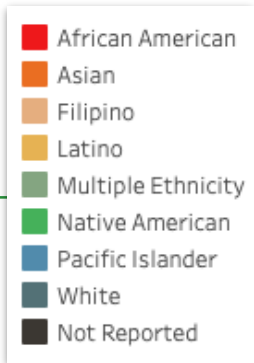
Pathway Enrollment by Grade Level (24-25)



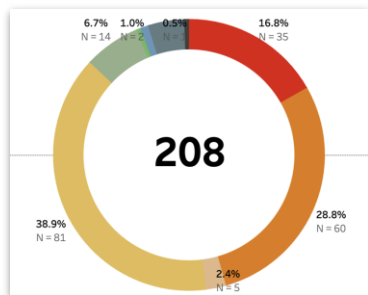
Pathway by Grade - Grade 10, 11, 12



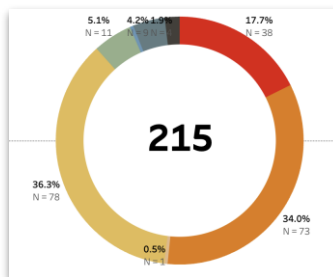
Pathway Demographics



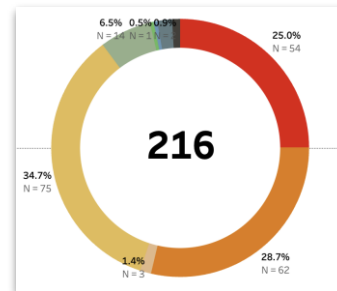
ESA



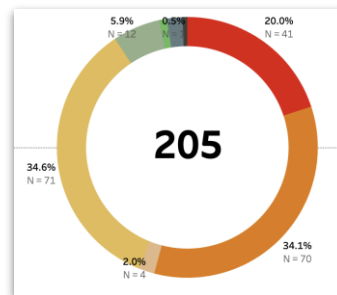
IDEA



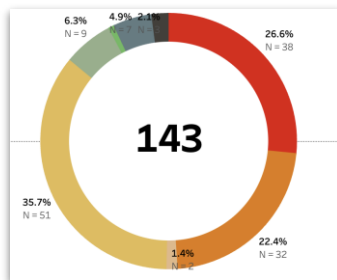
VAAMP



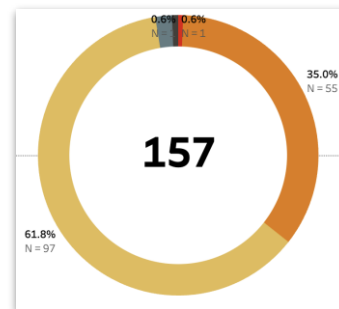
PHA



LSJ



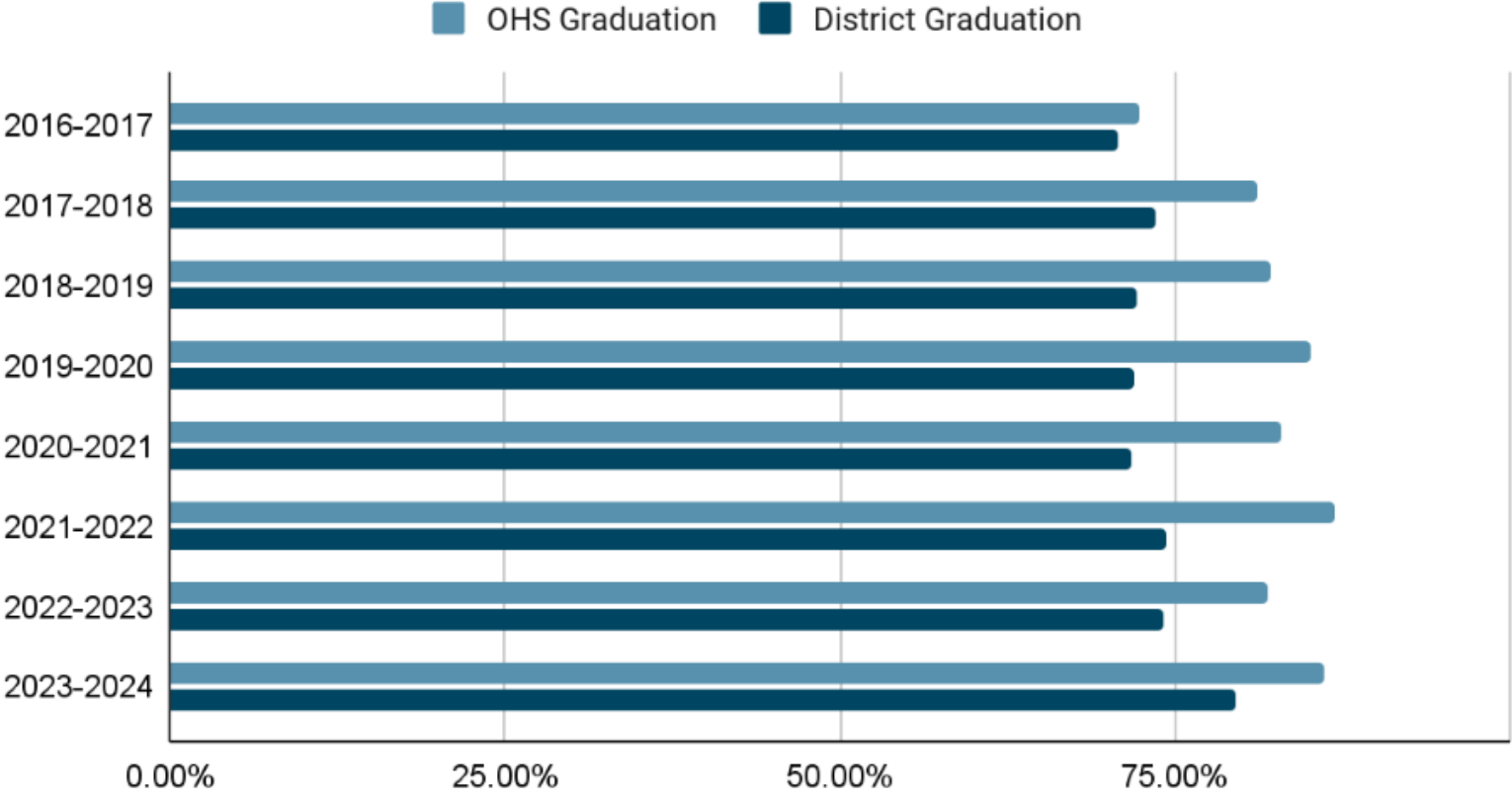
RISE



Student Achievement Data

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark
Four-Year Cohort Graduation Rate	87.0%	82.0%	85.0%	86.1%	TBD	87.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A	
Four-Year Cohort Dropout Rate	9.5%	13.0%	8.5%	6.7%	TBD	8.0%
A-G Completion Rate (12th Grade Graduates)	62.2%	63.0%	65.0%	59.6%	TBD	67.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A	
On Track to Graduate - 9th Graders	68.0%	60.0%	71.0%	70.5%	67.1%	73.0%
9th Graders meeting A-G requirements	57.8%	55.5%	62.0%	65.2%	63.7%	65.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20.8%	22.0%	8.0%	19.2%	21.9%	9.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	30.5%	38.9%	16.0%	30.5%	39.3%	18.0%
Percentage of 10th-12th grade students in Linked Learning pathways	96.5%	97.6%	97.0%	97.8%	97.3%	97.5%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the	64.0%	39.7%	85.0%	67.3%	0.0%	87.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A	
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	27.7%	19.7%	25.0%	TBD	TBD	28.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	36.9%	44.4%	40.0%	TBD	TBD	42.0%

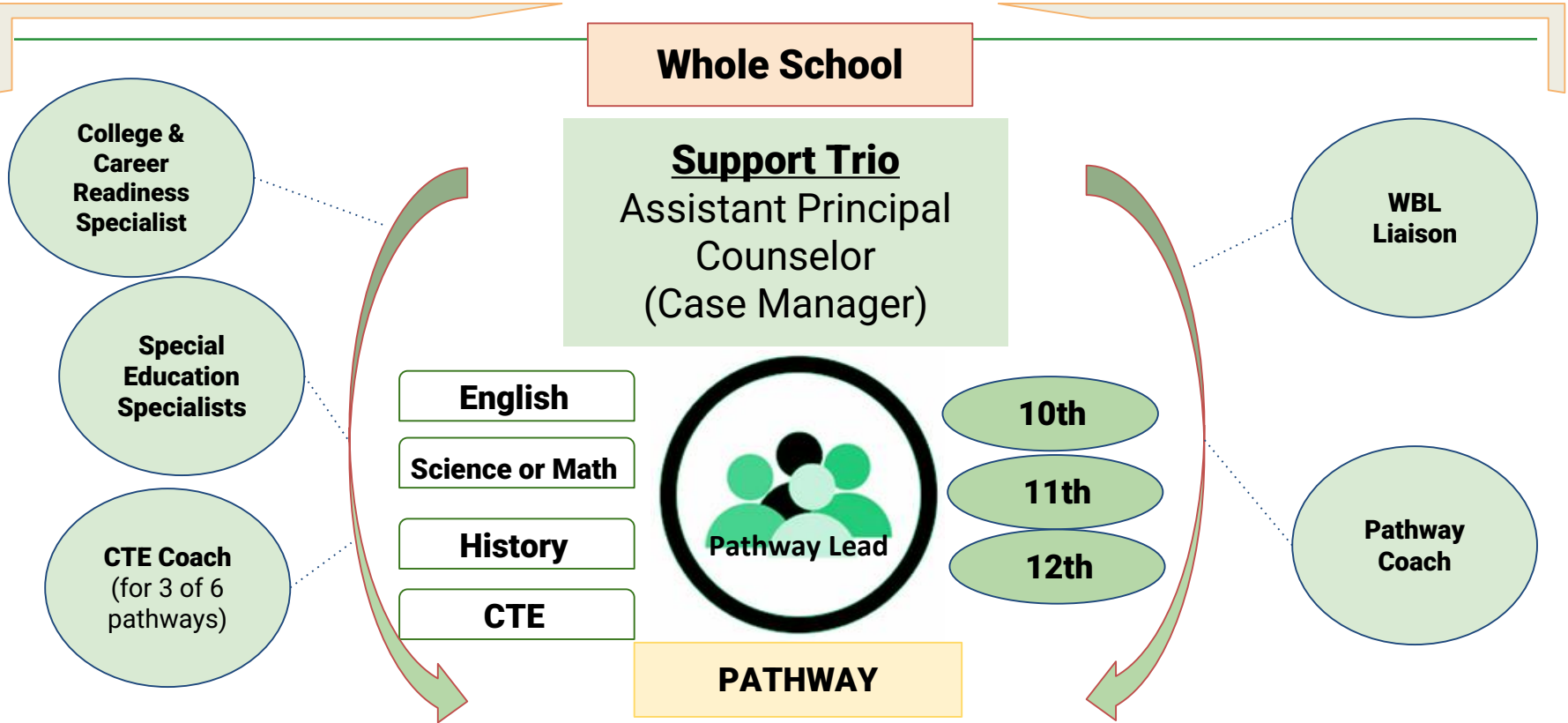
GRADUATION RATES



Student Achievement Data - Focal Population Latinx

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark
Four-Year Cohort Graduation Rate	80.0%	66.7%	83.0%	79.6%	TBD	85.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	16.8%	29.2%	13.0%	11.7%	TBD	11.0%
A-G Completion - 12th Grade (12th Grade Graduates)	47.5%	59.5%	51.0%	54.2%	TBD	53.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A	
On Track to Graduate - 9th Graders	58.3%	50.3%	62.0%	66.3%	62.0%	64.0%
9th Graders meeting A-G requirements	45.2%	43.9%	55.0%	57.1%	60.1%	57.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	13.2%	21.2%	4.0%	13.9%	18.0%	6.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	24.8%	34.6%	12.0%	24.8%	25.9%	14.0%
Percentage of 10th-12th grade students in Linked Learning pathways	95.0%	96.5%	87.0%	96.5%	96.4%	89.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the	52.2%	37.5%	85.0%	60.5%	0.0%	87.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A	
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	30.8%	22.7%	30.0%	TBD	TBD	32.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	22.4%	28.4%	30.0%	TBD	TBD	32.0%

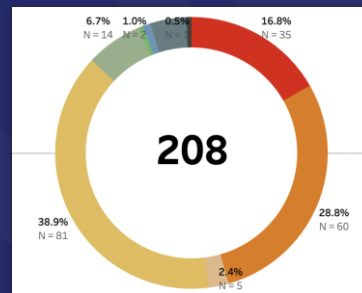
Schoolwide Systems of Support



Pathway Development Progress Highlights

- Dual enrollment participation has increased
- Drop out rate for whole pathway and focal student population (Latinx) has decreased by about half over 3 years
- 21% jump in 10th grade A-G requirement satisfaction over 3 year period
- Significant strides in development of industry specific experiences and projects
- Near 100% completion of college and career readiness workshops

ENVIRONMENTAL SCIENCE ACADEMY



ESA - Challenges



- Unable to secure a location for a 10th grade career exploration visit that aligns to curriculum and can host 50+ students (Recology, Waste Management, EBMUD, not hosting large groups of high school students for trips)
- Internship participation at industry-connected host sites
- Still exploring options of industry specific certification and skill programs
- The timeline and process for EIPs and budget development are the significant challenges. This prevents teams from engaging in an authentic cycle of continuous improvement. Reflecting and goal setting in the middle of the school year, rather than the end, and at the time when final orders and purchases must be completed, coinciding with project exhibition season, plus additional, supplemental materials is all just too much for a team to manage in full. The time and effort required to complete the project is all too much for a team to manage in full.

ESA - Looking Ahead



Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

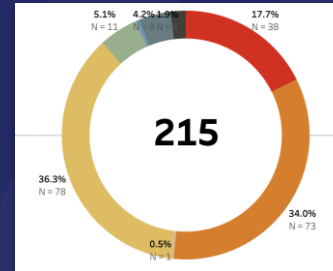
Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	All academy students will be able to carry out their own industry relevant project as well as be able cite examples from all grade levels of validating interactions with industry professionals regarding their creative project designs.	New or Revised Strategic Actions for Goal #1	After the skills rubric is complete in spring 2025, identify what role it will play in each class, content area, and/or grade level. As a team, look at student work relevant to the skills rubric, and collaboratively assess the work against the rubric. Require students to create and pilot projects and report findings to a stakeholder as part of the graduate capstone action project. Add and invite industry and community partners to the Earth Day event in spring 2026. Identify opportunities and possible partners for 11th grade classes and projects.
Goal #2: By 2026	75% of students will have participated in a relevant internship or have obtained a skill based certificate such as Wilderness First Aid.	New or Revised Strategic Actions for Goal #2	In place of the industry certification, work towards increasing industry-relevant and real-world skill building through the skills rubric and action projects. Increase the percentage of students whose internship is relevant to environmental science. Provide more specific mock interview preparation.
Goal #3: By 2026	100% of students will have participated in a college and career workshop and can cite at least one positive interaction with an adult mentoring post secondary options.	New or Revised Strategic Actions for Goal #3	Do a full review and analysis of the reflection form responses to determine what pathway projects, events, etc. are resonating with students and to generate ideas for other opportunities. Identify more explicit ways of teaching students about and exposing them to environmental science careers and expand the definition of that to include anything involving water, food, shelter, etc. Those are all "environmental" jobs. Determine which activities and events that involve a mentor interaction are most impactful for students.

Pathway Development Progress Highlights

- Significant decrease in dropout rate for both whole pathway and focal student population (Latinx)
- 10th graders on track to graduate steadily increasing in both whole pathway and focal student
- In both our focal group and in our 12th grade there is increase in internship experience as well as completion of CTE courses.
- From our work-based learning plan we ensure that students are exposed and pushed to sign up for the district internal internship program called ECCO
- From our program of study we have heavy alignment between the 11th and 12th grade CTE course to ensure completion and student success. The cross over revolves around the industry standard skills being taught in the 11th and reinforced in the 12th.
- Team retreat in January led to emerging shared instructional focus around growth goals
- CTE Coach support

INNOVATIVE DESIGN & ENGINEERING ACADEMY



IDEA - Challenges



- The timeline and process for EIPs and budget development are the significant challenges. This prevents teams from engaging in an authentic cycle of continuous improvement. Reflecting and goal setting in the middle of the school year, rather than the end, and at the time when final orders and purchases must be completed, coinciding with project exhibition season, plus additional, supplemental materials is all just too much for sites and teams to meaningfully accomplish in the time allotted.
- Finding certifications that are feasible attainable given the skill level and time that students have learning the industry standard skills like Auto - Computer aided design.
- Accommodating the lack of appropriate room infrastructure to carry out the integrated and hallmark projects in the CTE classes
 - Welding, Soldering, Power Tool/Shop Space
- Community partners that serve as our clients for our hallmark projects are often limited by their own constraints and bandwidth to collaborate with us and lack of transportation to these community partners also makes it difficult to carry out these community client projects. Looking for support from the district to bridge that gap.
- The revised actions have looked emphasizing skill alignment across all classes in the IDEA pathway
 - This includes creating a basic framework for “growth” goals
 - Teachers will create rubrics for students to assess their own socioemotional and content based metrics
 - We are hoping that this general framework that will exist for all IDEA classes allows for easier integration of cross-curricular projects even during the busiest times of the year
 - This framework will allow teachers to identify skills that are happening in both classes that they can build to create a cross curricular project
 - These general skill alignments will look to ease the burden of find crossover between classes esp during the middle and end of

IDEA - Looking Ahead



Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

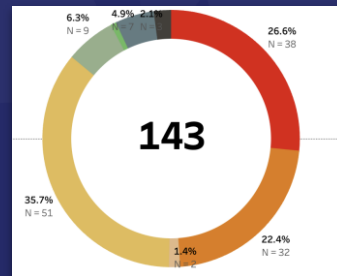
Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	We will develop a cross-curricular project for each grade level that is the "hallmark project" for that grade (and a recurring industry partner that students interact with as part of the project)	New or Revised Strategic Actions for Goal #1	Dedicate release time and pathway meeting time for teachers to collaborate and develop cross-curricular projects. Use existing resources (Theresa, Sam, Brenda, Future Center, etc.) to develop a list of consistent industry partners that are interested in and have the capacity to work with us regularly. Unpack the pathway student learning outcomes to identify how the different pathway classes can support and embed them into curriculum and instructional practices.
Goal #2: By 2026	We will develop a system to track student participation in work-based learning experiences, dual enrollment and Advanced Placement classes, after-school and summer internships, and post-secondary planning sessions, while also creating more opportunity for students to reflect on these experiences.	New or Revised Strategic Actions for Goal #2	Coordinate more intentionally with the Future Center around internship opportunities and distribution of resources to students. Have students self reflect and track their internship, work based learning, and post secondary planning as well as skills they would like to develop that could be connected to an internship opportunity Integrate more work based learning and career exploration into CTE courses that align with and support various projects and other aspects of the curriculum. Continue creating a pathway trip syllabus that plans out key WBL experiences across 3 years in IDEA and ensures alignment across grade-levels
Goal #3: By 2026	We will develop a pathway syllabus with shared policies, expectations, and systems to provide more consistency for students	New or Revised Strategic Actions for Goal #3	Continue reflecting each semester as a pathway on how shared policies are working and modifying as needed Use time in pathway meetings and retreat time to continue vertical alignment as well as building in more cross-curricular alignment in vocabulary and processes Focus as a team on "growth goals" where teachers incorporate several modes of student reflection and goal setting, then analyze student responses to inform next steps. Get clear on specific roles and responsibilities of the admin trio and use clear and consistent protocols and process for addressing students of concern and planning student interventions.

Pathway Development Progress Highlights

- 10th and 11th grade students take part in semester long “capstone” projects that culminate in a public exhibition of work with authentic audiences
- Pathway team instructional focus around research writing for 2 years
- 10th graders on track to graduate for the whole pathway and the focal student population (Latinx) have risen the last 3 years
- 4-year cohort graduation rate for focal student population is higher than that for the whole pathway
- CTE Coach support!

LAW & SOCIAL JUSTICE



LSJ - Challenges



- Teacher turnover and having 2 new teachers on the team, plus a new co-director
- The timeline and process for EIPs and budget development are the significant challenges. This prevents teams from engaging in an authentic cycle of continuous improvement. Reflecting and goal setting in the middle of the school year, rather than the end, and at the time when final orders and purchases must be completed, coinciding with project exhibition season, plus additional, supplemental materials is all just too much for sites and teams to meaningfully accomplish in the time allotted.

LSJ - Looking Ahead



Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

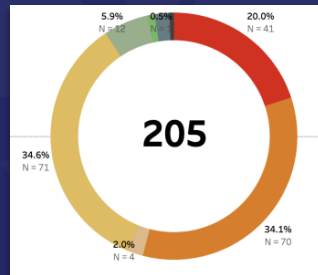
Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	We will develop and implement 1 project-based, integrated unit at each grade level (between at least 2 pathway classes). The depth and complexity of student learning will be evident through student work samples and instructional practices.	New or Revised Strategic Actions for Goal #1	Develop a new component of 10th grade integrated project that supports integration with the English class Continue the alignment of writing skills across content areas through more student work analysis and teachers participating in writing instruction inquiry cycles. Continue to develop new relationships with community partners to act as authentic audiences for student project exhibition work
Goal #2: By 2026	We will expand the student portfolio process to all grade levels through career technical education, including Work Based Learning reflection culminating in an annual portfolio exhibition at year end.	New or Revised Strategic Actions for Goal #2	10th - continue building in time at the end of each semester for reflection and selecting portfolio artifacts. 11th - initiate process of reflection upon 10th grade work and plan for adding to portfolio (as part of final exams) 12th - as part of capstone topic selection, students will reflect upon their 10th and 11th grade portfolio work to cull possible topics Continue resume and mock interview work across grade levels Exhibition for spring 2026 - define purpose, best time of year, audience, venue, etc.
Goal #3: By 2026	We will integrate advisory board involvement into class curriculum, capstone presentations and work-based learning opportunities at each grade level. This might be through review of curriculum, involvement in project development, direct support or mentoring to students, and/or participation in final project presentations or exhibitions.	New or Revised Strategic Actions for Goal #3	Consult with existing or new advisory members or industry experts on identifying possible new texts or project focus for 10th grade Maintain relationships with existing board members Increase partner participation in graduate capstone presentations in the spring

Pathway Development Progress Highlights

- 100% graduation rate for focal student population (Latinx) for class of 2024 and 0% dropout rate
- Industry aligned, overnight student retreats (10/11 and 12) provide students opportunities to earn CPR and Stop the Bleed certifications, to demonstrate their knowledge, and to advocate for legislative change while building community with peers and teachers
- Integrated projects at each grade level with authentic public exhibitions (Harm and Repair Podcast, Cross Cultural Medicine Book, Senior Project Poster Session)
- Moving towards shared instructional practice focus in 25-26

PUBLIC HEALTH ACADEMY



PHA - Challenges



- The timeline and process for EIPs and budget development are the significant challenges. This prevents teams from engaging in an authentic cycle of continuous improvement. Reflecting and goal setting in the middle of the school year, rather than the end, and at the time when final orders and purchases must be completed, coinciding with project exhibition season, plus additional, supplemental materials is all just too much for sites and teams to meaningfully accomplish in the time allotted.

PHA - Looking Ahead



Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

Based on the reflection on this year's strategic actions and analyzing student data, what are **3-5 new or revised strategies and actions** (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

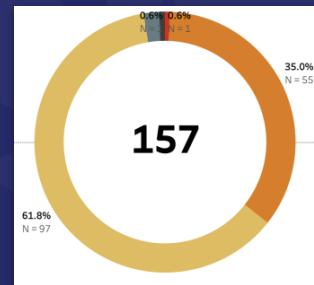
<p>Goal #1: By 2026</p>	<p>We will create and utilize a pathway-specific on-boarding program for new team members that will include mindfulness training.</p>	<p>New or Revised Strategic Actions for Goal #1</p>	<p>We will develop a brief document with best practices for mindfulness in the classroom, including links to support videos, readings, etc.</p> <p>We will make it possible to get release time for new teachers to observe more experienced teachers practicing mindfulness in the classroom.</p> <p>Early in the school year, we will develop a schedule for coverage for release time for new teachers (without accessing the sub system because of cost concerns).</p> <p>Broaden the on-boarding process to include sharing common and/or best instructional practices and resources that other pathway teachers use</p> <p>Share common policies with new teachers</p>
<p>Goal #2: By 2026</p>	<p>We will develop a framework for analyzing and updating curricula on an on-going basis to ensure that curriculum remains relevant to current public health issues and WBL needs.</p>	<p>New or Revised Strategic Actions for Goal #2</p>	<p>We have already laid the foundation for these conversations to happen in preparation for SY25-26. It is important to note that public health curricula is fluid and often changing quickly (examples: Zika, Covid, Bird Flu, vaccine policy, law changes, etc.)</p> <p>Complete another round of updates and revision to the shared document in the spring before the 25-26 school year begins. We have one teacher leaving so we want to ensure their existing curriculum is shared and documented.</p> <p>Identify points of connection to focus on in the first semester of 25-26.</p>
<p>Goal #3: By 2026</p>	<p>We will create an outline for curricula for each of our pathway-specific classes, including overarching themes, teaching points, and materials (subject to updating).</p>	<p>New or Revised Strategic Actions for Goal #3</p>	<p>We have started this on the Google drive described above, and have a goal of converting that detailed curriculum information into concise one-page outlines for each class. The template could include: critical units and texts (not in any particular order), overarching themes, projects/assessments/deliverables/final products.</p> <p>Identify areas where the pathway can further sync instructional practices in the future.</p> <p>Plan the topic, goals, and process for a pathway team instructional focus.</p>

Pathway Development Progress Highlights

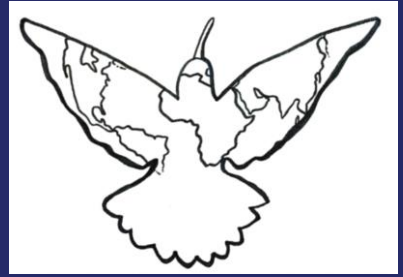
- Growth in graduation rates, A-G completion, attendance, and dual enrollment and internship participation
- Efforts to align student talk and vocabulary comprehension strategies amongst teachers in both same and different content areas
- ELD teacher support in creating language-embedded/state-aligned content objectives for content classes
- Work-based learning work across all grade and ELD levels: resumé work, mock interviews, career exploration
- Visits to several community and 4-year universities

RISE ACADEMY

RECENT IMMIGRANT SUPPORT & ENGAGEMENT



RISE - Challenges



- Current political climate
- College enrollment rates are low
- Several new teachers to the team (including business CTE teacher)
- Getting whole team to participate in district-offered PBL training
- The timeline and process for EIPs and budget development are the significant challenges. This prevents teams from engaging in an authentic cycle of continuous improvement. Reflecting and goal setting in the middle of the school year, rather than the end, and at the time when final orders and purchases must be completed, coinciding with project exhibition season, plus additional, supplemental materials is all just too much for sites and teams to meaningfully accomplish in the time allotted.

RISE - Looking Ahead



Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

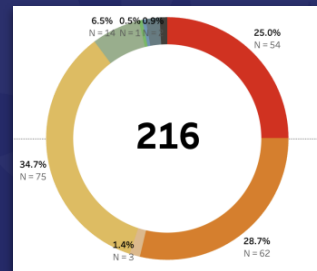
Based on the reflection on this year's strategic actions and analyzing student data, what are **3-5 new or revised strategies and actions** (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	All teachers will participate in developing and implementing at least one cross-curricular project each year that incorporates business content/themes and other content areas.	New or Revised Strategic Actions for Goal #1	Develop a cross curricular project based around postsecondary planning and career research Continue to align and develop a project incorporating Seedfolks, the school garden, and the biology class. Develop a cross curricular project based unit connecting a content course and an ELD course (e.g Biology and ELD 1 or ELD 4 and Business)
Goal #2: By 2026	We will create and implement a Work-Based Learning post-secondary work/education plan with action steps and goals that all students begin developing in grade 9 (or whenever they enter Oakland High School) and complete before they mainstream/graduate.	New or Revised Strategic Actions for Goal #2	Plan ways to align across classes for events and information about types of careers and all the related jobs within a field Create a RISE - specific career day event Align field trips to possible student career interest (Berkeley Labs, ASANA/Health Care, Kaiser School of Allied Health for STEM fields) Identify and connect students to opportunities outside of typical immigrant jobs Convene a former student panel related to work experiences
Goal #3: By 2026	We will coordinate with local colleges so that all students can attend open house/registration events at least once/year.	New or Revised Strategic Actions for Goal #3	Convene a former student panel related to college experiences Plan a visit to UC Merced, the most diverse UC with highest percentage of 1st generation college students Plan college visits and field trips that tap into different types of student groups

Pathway Development Progress Highlights

- Growth in graduation rates for all students and focal student population (Latinx)
- Growth in internship participation
- Increased rigor and refinement in cross-curricular projects.
- Collaboration between teachers across content areas.
- Building community and culture among students and teachers within the academy.
- Work based learning opportunities to promote and market student art to the Oakland Community.
- Career exploration and apprenticeship opportunities with Bridgegood.
- Support and guidance from our CTE Coach

VISUAL ARTS ACADEMY



VAAMP - Challenges



- Maintaining long-term partnerships with industry professionals.
- Developing and utilizing a centralized digital space for creating student portfolios and creating individualized postsecondary plans for students.
- Continually innovating and refining collaborative art projects.
- Increasing dual enrollment participation and connecting students to 2-year college and certificate programs
- The timeline and process for EIPs and budget development are the significant challenges. This prevents teams from engaging in an authentic cycle of continuous improvement. Reflecting and goal setting in the middle of the school year, rather than the end, and at the time when final orders and purchases must be completed, coinciding with project exhibition season, plus additional, supplemental materials is all just too much for sites and teams to meaningfully accomplish in the time allotted.

VAAMP - Looking Ahead



Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

Based on the reflection on this year's strategic actions and analyzing student data, what are **3-5 new or revised strategies and actions** (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

<p>Goal #1: By 2026</p>	<p>100% of VAAMP students will have created individualized postsecondary plans. These will be created in student's 10th grade year and follow them through to graduation from Oakland High School. These plans will be documented in a central Google Classroom account that can be accessed by both teachers and students.</p>	<p>New or Revised Strategic Actions for Goal #1</p>	<p>All VAAMP students will utilize their central Google classroom by uploading 4 original artworks each year. Students will include artifacts from both art and non-art classes.</p> <p>Identify specific meeting time at beginning of the year to confirm which classes will use the Google Classroom and manage the portfolio process.</p> <p>Ensure consistent counselor participation in those meetings and communicate with students about this work during regular check ins.</p>
<p>Goal #2: By 2026</p>	<p>VAAMP will have developed intentional and consistent work-based learning experiences with community partners. These connections will allow for all Junior and Senior VAAMP students to practice real-world problem solving skills through work-based learning projects with industry-specific partners.</p>	<p>New or Revised Strategic Actions for Goal #2</p>	<p>Increase art internship participation and DE participation with more targeted outreach to connect students to AME-related opportunities.</p> <p>Explore apprenticeship opportunities for post-high school and share information with students.</p> <p>Reflect on the Bridgegood project and possibly expand with more opportunities in other grades.</p> <p>Make updates to the graduate capstone project to better reflect students' portfolio development.</p>
<p>Goal #3: By 2026</p>	<p>VAAMP will regularly partner with 2 organizations for rotating public exhibition of student art installations across Oakland, where students work with partner organizations to do the installations and publicize it. Displayed art will ideally connected to a core pathway and/or integrated project.</p>	<p>New or Revised Strategic Actions for Goal #3</p>	<p>VAAMP will partner with Bridgegood and Civic Design to promote student work across the city.</p> <p>Participate in 2 annual exhibitions (fall and spring)</p> <p>Build out the student gallery on campus.</p>



Q & A



www.ousd.org



@OUSDnews