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Committee Cover Memorandum

To Career Technical Education Advisory Committee

From Rebecca Lacocque, Director, Linked Learning

Meeting Date March 21, 2023

Subject Career Technical Education Plan Approval

Ask of the Board Approval of the Oakland Unified School District Career Technical Education (CTE) plan

Background The Oakland Unified School District has 34 Career Technical Education pathways in high schools. These pathways span 13 industry sectors. The Career Technical Education Committee is comprised of broad stakeholders, from students to industry and post-secondary partners. The committee reviews key data as stipulated by the California Department of Education to ensure equitable access and outcomes for students in Career Technical Education. The High School Linked Learning staff developed a Career Technical Education plan that reflects key investments by pathway. Per Ed Code, the Career Technical Education committee must approve the plan annually.

Discussion The Career Technical Education plan reflects strategic investments in Oakland Unified School district CTE pathways in the high school and middle schools. Investments range from equipment and materials to infrastructure and post-secondary transitions.

Fiscal Impact The California Department of Education and California Community College Chancellor's Office provides annual opportunities to Local Education Agencies to apply for funds to improve their College and Career Education programs. The Perkins grant requires committee approval of the Career Technical Education plan for Oakland Unified prior to submitting the application for the following year. Perkins is typically around \$450,000. Career Technical Education Incentive Grant is typically between \$1 and 2 million per year. K12 Strong Workforce grants are typically around \$1 million per year.

Attachment(s)

- 23-24 Career Technical Education Plan
- Growth Targets Presentation



Career Technical Education Plan 2023-24

Context:

Oakland Unified School District serves approximately 35,000 students K-12, with a little under 10,000 across 17 high schools. For a view of OUSD enrollment over time, one can access the OUSD public dashboard. 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, see relevance and develop navigation skills, and become masterful readers, writers, mathematicians, and thinkers through career-integrated core academics with embedded student supports.

Growth Targets:

In most areas, student achievement data suffered during the Covid-19 pandemic. Targets here reflect relative gains that move OUSD students closer to where they were pre-pandemic.

- Increase overall CTE participation by 10% (from 1,312 to 1,443).
- Increase overall CTE completion by 10% (from 851 to 936).
- Increase students with special needs who complete CTE by 5% (from 54.5% to 59.5%).
- Increase English learners who complete CTE by 5% (from 55.8% to 60.8%).
- Increase four-year graduation rates for students with special needs who are CTE Completers by 5% (from 85.1% to 90.1%).
- Increase enrollment of CTE completers in college post-graduation by 3% (overall, from 67.1% to 70.1%; for students with special needs, from 45.6% to 48.6%; for students who are low income, from 55.9% to 58.9%; and for English learners, from 35.6% to 38.6%) .
- Increase students with special needs and English learners who are CTE completers and attain dual enrollment credit by 3% (for students with special needs, increase from 12.7% to 15.7%; for English learners, increase from 25.7% to 28.7%).

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 focal areas as well as associated metrics 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.

Arts, Media & Entertainment (AME) <i>Pathways:</i> <i>Game Design & Integration: Skyline High School</i> <i>Performing Arts: Oakland Technical HS</i> <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>		
Investment Area	Focus	Metrics
Instructional Coaching	Instructional quality, integration of student supports and work-based learning; across all schools with AME pathways	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
CTE classroom equipment, materials	Sustained support across all pathways Amplified support for Graphic Design, Madison Park expansion and security for Performing Arts, Skyline	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
CTE Infrastructural Upgrades (proposed)	Design, Visual & Media, Performing Arts at Skyline HS Design, Visual & Media at Fremont HS Design, Visual & Media at Oakland International HS	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation

Arts, Media & Entertainment (AME)

Pathways:

Game Design & Integration: Skyline High School

Performing Arts: Oakland Technical HS

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)

Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships
Industry-standard computer technology and associated hardware	Oakland HS, Fremont, Madison Park Academy, Skyline HS	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> A-G readiness <input type="checkbox"/> HD graduation

Sector: Building & Construction Trades

Pathways:

Residential & Commercial Construction Skyline High School, Fremont High School, Montera Middle School

Fab Labs: Castlemont, McClymonds

Investment Area	Focus	Metrics
Skilled Trades Staffing	Career Awareness, Exploration	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation
Skilled Trades Exploration Visits	Career Awareness, Exploration	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation

Sector: Building & Construction Trades (con't)

Pathways:

Residential & Commercial Construction Skyline High School, Fremont High School, Montera Middle School

Fab Labs:

Castlemont, McClymonds

CTE Infrastructural Upgrades (proposed)	Residential & Commercial Construction, Fremont HS	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation
Fab Labs	Engineering and Design applications, work-based learning College of Alameda, Peralta Institute (workshop, not for credit)	<input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation <input type="checkbox"/> Employment (no data source beyond self-reporting post-graduation)
OSHA 10 certification	College of Alameda, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Cypress Mandela	Career training, current students and graduates	<input type="checkbox"/> HS graduation <input type="checkbox"/> Employment (no data source beyond self-reporting post-graduation)
Electricity, Concurrent Enrollment	Laney College, Basic Electricity, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Carpentry, Welding, Concurrent Enrollment	Laney College, iDesign, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Sector: Business and Finance Pathways: Business Management: Oakland High School, McClymonds High School		
Investment Area	Focal Area	Metrics
CTE Instructional Coaching	Instructional quality, integration of student supports and work-based learning at Oakland HS's newcomer pathway	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
CTE Infrastructural Upgrades (proposed)	Business Management, Oakland HS	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation
Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships
Business Entrepreneurship, Concurrent Enrollment	Berkeley City College, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Sector: Education, Child Development, and Family Services

Pathways:

Education, Street Academy, Skyline High School

Investment Area	Focus	Metrics
CTE classroom equipment, materials	Sustained support across Education pathways	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships

Sector: Energy, Environment, and Utilities

Pathways:

Energy & Power Technology: Skyline High School

Environmental Resources: Oakland High School

Investment Area	Focus	Metrics
CTE classroom equipment, materials	Sustained support across all pathways	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Sector: Energy, Environment, and Utilities (con't)

Pathways:

Energy & Power Technology: Skyline High School

Environmental Resources: Oakland High School

<p>Career Awareness, Exploration, Training</p>	<p>Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships
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Sector: Engineering and Architecture

Pathways:

Engineering Technology: Oakland Technical HS, Oakland HS, Fremont HS, Castlemont HS, McClymonds

Investment Area	Focus	Metrics
<p>CTE Instructional Coaching</p>	<p>Instructional quality, integration of student supports and work-based learning across pathways</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
<p>Industry-standard computer technology and associated hardware</p>	<p>Castlemont, Oakland Tech, McClymonds, Oakland High School, Fremont, CCPA, Madison Park Academy, Skyline</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A-G readiness <input type="checkbox"/> HS graduation <input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion
<p>CTE Infrastructural Upgrades (proposed)</p>	<p>Engineering Technology at Oakland HS, Oakland Technical, Castlemont, McClymonds</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation

Sector: Engineering and Architecture (con't)

Pathways:

Engineering Technology: Oakland Technical HS, Oakland HS, Fremont HS, Castlemont HS, McClymonds

Robotics, Concurrent Enrollment	Berkeley City College, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Robotics, Clubs	Career-readiness skills, career awareness; Skyline, CCPA, Oakland High, West Oakland Middle, McClymonds	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships

Sector: Fashion and Interior Design

Pathways:

Fashion Design & Merchandising: Oakland Technical HS

Investment Area	Focus	Metrics
CTE Instructional Coaching	Instructional quality, integration of student supports and work-based learning at Oakland Tech	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Sector: Fashion and Interior Design (con't) Pathways: <i>Fashion Design & Merchandising: Oakland Technical HS</i>		
Cosmetology, Dual Enrollment	Laney College, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
CTE Infrastructural Upgrades (proposed)	Fashion Design, Oakland Technical HS	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation
Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships

Sector: Health Science and Medical Technology Pathways: <i>Patient Care: Dewey Academy, Life Academy</i> <i>Biotechnology: Oakland Technical HS</i> <i>Public & Community Health: Castlemont HS, Skyline HS, Oakland HS</i> <i>Mental & Behavioral Health: Ruidsdale Newcomer</i>		
Investment Area	Focus	Metrics
CTE Instructional Coaching	Instructional quality, integration of student supports and work-based learning across pathways	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Sector: Health Science and Medical Technology (con't)

Pathways:

Patient Care: Dewey Academy, Life Academy

Biotechnology: Oakland Technical HS

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

Mental & Behavioral Health: Rudsdale Newcomer

Dental Terminology, Concurrent Enrollment	College of Alameda, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
iCare, EMT, Concurrent Enrollment	Merritt College, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships

Sector: Hospitality, Tourism, and Recreation

Pathways:

Food Service & Hospitality: Ralph J. Bunche Academy

Investment Area	Focal Area	Metrics
CTE classroom equipment, materials	Sustained support	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Sector: Hospitality, Tourism, and Recreation (con't) <i>Pathways: Food Service & Hospitality: Ralph J. Bunche Academy</i>		
Culinary, Dual Enrollment	Satellite dual enrollment, open to all OUSD high schoolers, located at Central Kitchen, through Laney College	<input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships

Sector: Information and Communication Technologies <i>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)</i>		
Investment Area	Focal Area	Metrics
CTE Instructional Coaching & Coordination	Instructional quality, integration of student supports and work-based learning across pathways, including middle school Computer Science	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Industry-standard computer technology and associated hardware	Systems & Software at Oakland Tech, CCPA; Game Design at Skyline	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Sector: Information and Communication Technologies (con't)
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)

CTE Infrastructural Upgrades (proposed)	Game Design, Skyline High School	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation
Games Design, Concurrent Enrollment	Berkeley City College, Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships

Sector: Public Services
Pathways:
Legal Practices: Oakland Technical HS, Oakland HS

Investment Area	Focus	Metrics
CTE Instructional Coaching	Instructional quality, integration of student supports and work-based learning across pathways	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Sector: Public Services (con't) <i>Pathways: Legal Practices: Oakland Technical HS, Oakland HS</i>		
iServe, Concurrent Enrollment	Merritt College, Peralta Institute, Pathways to Legal Professions	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Career Awareness, Exploration, Training	Career exploration visits, projects with authentic client and audience, internships, student enterprise and leadership	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation <input type="checkbox"/> Students who successfully complete internships

Sector: Transportation <i>These are exploration programs, not pathways in OUSD high schools.</i>		
Investment Area	Focus	Metrics
Aviation Careers (in development)	Career exploration and training	<input type="checkbox"/> HS graduation <input type="checkbox"/> College matriculation
Diesel Mechanics	Career exploration and training (College of Alameda, Peralta Institute)	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Automotive Mechanics	Career exploration and training (with college credit toward certificate)	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

Across Sectors <i>Non-pathway specific investments to improve access and success for students in CTE</i>		
Investment Area	Focus	Metrics
Post-Secondary Transition Specialists	Newcomers @ Oakland International, Fremont, Oakland HS, Castlemont, Ruidsdale Newcomer	<input type="checkbox"/> High school graduation <input type="checkbox"/> College matriculation <input type="checkbox"/> Employment (no data source beyond self-reporting post-graduation) <input type="checkbox"/> OUSD Alumni Highway to Work Enrollment
Contextualized Literacy, CTE	CTE integration into ELA; literacy integration into CTE	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Contextualized Math, CTE	CTE integration into math; math integration into CTE	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Credit Recovery	McClymonds, Fremont, Castlemont, enabling continued participation in CTE	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> College matriculation
College & Career Pathway (Linked Learning) Coaches	Alternative Education, McClymonds, Castlemont, Fremont, Oakland HS, Oakland Tech, Skyline, Madison Park	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation

	Academy; CTE integration into core academics	<input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
Project-Based Learning Institute	Integration of CTE, Core Academics, and Work-Based Learning	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation
Educator Externships	Professional development for CTE-credentialed teachers; industry experience and hours toward credential for teachers without a CTE credential	<input type="checkbox"/> Staff retention <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness
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	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> College matriculation
Dual Enrollment Early College Credit	Expand dual enrollment offerings , including of CTE dual enrollment Summer concurrent and dual enrollment in CTE through Peralta Institute	<input type="checkbox"/> HS graduation <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation
CTE Teacher Credentialing	Ensuring teachers of CTE classes have adequate industry experience	<input type="checkbox"/> Staff retention <input type="checkbox"/> A-G readiness <input type="checkbox"/> High school graduation <input type="checkbox"/> College matriculation
OUSD Alumni Highway to Work	Certified Nursing Assistant Emergency Room Technician	<input type="checkbox"/> Post-secondary matriculation <input type="checkbox"/> High school graduation

		<input type="checkbox"/> Employment (no data source beyond self-reporting post-graduation)
Access for Students with Special Needs	Fashion Design, Construction, Wood Technology, Architecture, Engineering Technology	<input type="checkbox"/> CTE participation <input type="checkbox"/> CTE completion <input type="checkbox"/> HS graduation <input type="checkbox"/> A-G readiness <input type="checkbox"/> Successful complete of internship <input type="checkbox"/> Dual enrollment with a C or better <input type="checkbox"/> College matriculation

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 '21-22: **\$24,450,973**

High-Level Breakdown of '21-22 Expenditures:

- Teachers, Staff & Benefits (including summer and other extended contracts): \$18,411,263
- Equipment, Supplies: \$1,033,013
- Contracted Services, including Transportation, Software Licenses, Student Stipends for Internships: \$2,661,506
- Capital Outlay: \$84,017
- Indirect & Charter Payments (Measure N): \$2,261,174

Significant & Current or Planned Investments in '22-24:

- \$850,000 CTE Technology Upgrades
 - Industry-standard computers and associated hardware (see above for sectors where investment have occurred)
- \$500,000 CTE Infrastructure Projects (scope is being finalized with OUSD Building & Grounds as of February 2023 with a completion date of December 2023; see proposed sectors above)
 - Plumbing and electrical upgrades to enable full use of industry-standard equipment
- \$280,000 CTE Vehicles (for work-based learning)



- Four 9-passenger vans to enable smaller-group career exploration and development



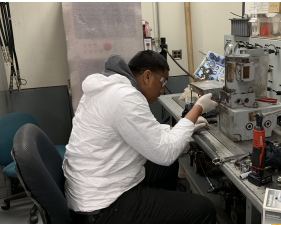
Growth Targets Presentation

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OUSD CTE Advisory Committee

January 31, 2023



www.ousd.org



@OUSDnews

Items



- Roll Call - Attendance
- Approve April Minutes
- Brown Act
- Welcome to New Members
- Comprehensive Local Needs Assessment (Part I)
- Discussion
- Close





Welcome New Members

- ★ Rose Casarez, Regional Center of the East Bay
- ★ Juanita Douglas, Rising Sun Center for Opportunity
- ★ Erin Kelley, Fremont High School CTE Student
- ★ Allison Leggett, UCLA Extension
- ★ Sofia Navarro, Oakland Workforce Development Board

Discussion



- Identify areas of concern and promise that you see in the data.
- What is OUSD doing well? What needs to be improved?
- Considering the Empowered Graduates strategic goals (Yr 2), are there additional actions you'd like us to consider including in the '23-24 CTE Plan?

Comprehensive Local Needs Assessment Process Flow



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

January

March

May

OUSD shares student data and guidance with CTE Advisory Committee members by January 13

CTE Advisory Committee members review data and bring questions and/or input to January 31 meeting

CTE Advisory Committee convenes Jan. 31 to review data and provide input to CTE Plan

OUSD CTE Advisory Committee approves OUSD CTE Plan for '23-24

OUSD staff submit CTE Plan to the CA Department of Education by May 15, 2023

Comprehensive Local Needs Assessment



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



Supporting Empowered Graduates

Year Two Actions: 2022-2023

Focal Area 1: Prepare Students for Post-Secondary Success	Focal Area 2: Develop Systems of Personalized Supports	Focal Area 3: Integrate Real World Learning
<p>Year 2 Action #1: Develop systems to ensure all students have an individualized post-secondary (5-year) plan</p>	<p>Year 2 Action #2: Leverage and build upon personalized support strategies in Pathways to ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career awareness indicators.</p>	<p>Year 2 Action #3: Strengthen Tier 1 instruction in core academic and CTE classes so that CTE and work-based learning standards are more effectively integrated throughout student learning experiences.</p>
<ul style="list-style-type: none">→ Opportunities for students to experience the following in collaboration with their Pathway Teachers and Post-Secondary Transition team:<ul style="list-style-type: none">◆ explore and understand post-secondary options◆ gain awareness of expanded learning opportunities (including WBL)◆ navigate school systems and processes toward graduation, A-G completion, and financial aid application→ Family engagement around graduation requirements, A-G, Pathway options, and the purpose of Linked Learning→ Support to ensure students have a seamless transition to a post-secondary opportunity (community college, four-year, pre-apprenticeship/apprenticeship, workforce training, world of work)→ Classroom-embedded opportunities for students to deepen career awareness, to engage in career exploration and preparation, and begin career training (including but not limited to direct employment with work experience education), all to inform the development of a clear individualized post-secondary plan→ Dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan	<ul style="list-style-type: none">→ Ensure equitable access to supports across all pathways and schools (with a focus on 8th to 9th grade and students entering AltEd programs)→ Establish a baseline for pathway student supports and structures at each high school, including but not limited to:<ul style="list-style-type: none">◆ Regular pathway teacher and staff collaboration around student interventions (leveraging relationships, data, common protocols, home visits)◆ Staff alignment by pathway/SLC/house (Admin, School Counselor, Case Manager)◆ Regular opportunities for in- and out-of-class academic interventions/tutoring◆ Leverage partnerships with parents/families via home visits and other engagement strategies◆ School-day and after-school (including but not limited to access for rising 10th and 11th graders to summer) credit recovery opportunities that support A-G completion	<ul style="list-style-type: none">→ Identify and implement common Tier 1 instructional strategies in core academic and career technical education courses that support student access to grade-level-appropriate texts, standards, and assessments.→ Provide direct instructional support to teachers in targeted content areas/pathways through strategies including but not limited to professional development and coaching sessions→ Deepen collaboration between core content teachers, career technical education teachers, and work-based learning staff via regular communities of practice/PLC's→ Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and essential elements of the work-based learning continuum

Supporting Empowered Graduates: Focal Area One

Year Two Actions: 2022-2023

Focal Area 1: Prepare Students for Post-Secondary Success

Year 2 Action #1: Develop systems to ensure all students have an individualized post-secondary (5-year) plan

- Opportunities for students to experience the following in collaboration with their Pathway Teachers and Post-Secondary Transition team:
 - ◆ explore and understand post-secondary options
 - ◆ gain awareness of expanded learning opportunities (including WBL)
 - ◆ navigate school systems and processes toward graduation, A-G completion, and financial aid application
- Family engagement around graduation requirements, A-G, Pathway options, and the purpose of Linked Learning
- Support to ensure students have a seamless transition to a post-secondary opportunity (community college, four-year, pre-apprenticeship/apprenticeship, workforce training, world of work)
- Classroom-embedded opportunities for students to deepen career awareness, to engage in career exploration and preparation, and begin career training (including but not limited to direct employment with work experience education), all to inform the development of a clear individualized post-secondary plan
- Dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan

Supporting Empowered Graduates: Focal Area Two

Year Two Actions: 2022-2023

Focal Area 2: Develop Systems of Personalized Supports

Year 2 Action #2: Leverage and build upon personalized support strategies in Pathways to ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career awareness indicators.

- Ensure equitable access to supports across all pathways and schools (with a focus on 8th to 9th grade and students entering AltEd programs)
- Establish a baseline for pathway student supports and structures at each high school, including but not limited to:
 - ◆ Regular pathway teacher and staff collaboration around student interventions (leveraging relationships, data, common protocols, home visits)
 - ◆ Staff alignment by pathway/SLC/house (Admin, School Counselor, Case Manager)
 - ◆ Regular opportunities for in- and out-of-class academic interventions/tutoring
 - ◆ Leverage partnerships with parents/families via home visits and other engagement strategies
 - ◆ School-day and after-school (including but not limited to access for rising 10th and 11th graders to summer) credit recovery opportunities that support A-G completion

Supporting Empowered Graduates: Focal Area Three

Year Two Actions: 2022-2023

Focal Area 3: Integrate Real World Learning

Year 2 Action #3: Strengthen Tier 1 instruction in core academic and CTE classes so that CTE and work-based learning standards are more effectively integrated throughout student learning experiences.

- Identify and implement common Tier 1 instructional strategies in core academic and career technical education courses that support student access to grade-level-appropriate texts, standards, and assessments.
- Provide direct instructional support to teachers in targeted content areas/pathways through strategies including but not limited to professional development and coaching sessions
- Deepen collaboration between core content teachers, career technical education teachers, and work-based learning staff via regular communities of practice/PLC's
- Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and essential elements of the work-based learning continuum

Sup't Strategic & CTE Plan Timeline

CTE Plan Development

- January 31, 2023: Review Access & Completion Data and gather input from Committee members
- March 9, 2023: High School Linked Learning CTE staff present the CTE Plan and Committee members vote to approve
- May 2023: Linked Learning submit the Comprehensive Local Needs Assessment to meet 2023-24 Perkins eligibility requirements.

Strategic Plan Development

- February 2023: Draft Year 3 Actions will be developed.
- May 2023: Year 3 Actions will be finalized.

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%

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%

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

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	60.6%	90.2%	63.1%	71.3%	87.1%	Not Available	Not Available	65.5%	58.7%	61.0%	Not Available
2019-20	62.0%	99.1%	89.4%	92.8%	99.2%	Not Available	Not Available	91.8%	88.9%	78.0%	Not Available
2020-21	62.0%	95.5%	74.6%	73.2%	88.1%	Not Available	Not Available	57.2%	44.3%	65.9%	82.3%
2021-22	63.4%	96.3%	73.2%	78.5%	89.4%	Not Available	Not Available	72.3%	70.7%	67.7%	78.9%

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	33.0%	90.3%	58.8%	66.6%	80.8%	Not Available	Not Available	63.9%	58.4%	48.0%	Not Available
2019-20	34.5%	96.0%	89.4%	92.9%	95.8%	Not Available	Not Available	93.3%	95.1%	88.6%	Not Available
2020-21	34.5%	89.0%	68.0%	68.9%	79.6%	Not Available	Not Available	59.6%	52.5%	55.8%	77.5%
2021-22	36.5%	88.1%	68.8%	72.5%	79.3%	Not Available	Not Available	69.3%	69.1%	65.5%	75.5%

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	27.7%	93.3%	63.0%	72.5%	87.6%	Not Available	Not Available	65.5%	62.0%	64.7%	Not Available
2019-20	28.2%	97.1%	89.6%	91.9%	99.2%	Not Available	Not Available	92.6%	89.6%	86.0%	Not Available
2020-21	28.2%	91.4%	71.8%	71.2%	86.4%	Not Available	Not Available	58.1%	47.6%	61.0%	81.3%
2021-22	31.2%	91.8%	70.0%	78.6%	90.8%	Not Available	Not Available	78.0%	77.6%	72.4%	81.2%

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%

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%

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%

Discussion



- Identify areas of concern and promise that you see in the data.
- What is OUSD doing well? What needs to be improved?
- Considering the Empowered Graduates strategic goals (Yr 2), are there additional actions you'd like us to consider including in the '23-24 CTE Plan?



Oakland Unified School District - 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 2023-24 school year AND inform the development of the Empowered Graduates Strategic Plan (Yr 3).



We sincerely thank
you for your time.



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