



**College &
Career for
All Fund**

Established by Measure N



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Oakland Technical High School

2024-2025 Measure Education Improvement Plan Presentation



Presented to Measures N and H Commission

Thursday, April 25, 2024

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Overview of School

Student Enrollment of School	<p> 9th grade - 447 students 11th grade - 439 students 10th grade - 442 students 12th grade - 437 students Total = 1765 students </p>
Highlights of Student Demographics	<p> African American - 29.9% (528) Caucasian - 19.5% (344) Multi-Ethnicity - 10.8% (190) Filipino - 0.7% (13) English Speaking - 68.3% (1206) Cantonese Speaking - 8.3% (147) Latino - 20.1% (355) Asian - 16.5% (292) Not Reported - 2.2% (39) Special Education - 16% (283) Spanish Speaking - 11.3% (199) Other Languages - 12.1% (187) </p>
Schoolwide Systems Supporting Pathway Quality Improvement	<ul style="list-style-type: none"> - Pathway Leads Meeting (1x a month) - Pathway Department Meetings (2x a month) - Pathway Retreats (1x a SY) - Pathway Collaboration Meetings (1x a week)
Other Highlights	<ul style="list-style-type: none"> - 89.4% of students participating in a pathway (Exp increase in 23-24 to 95%) - 89.4% CTE Course Participation - Graduation Rate: 90.8% - A-G completion: 79.8% (344 student) - From Aug 23 - Present: 1,626 WBL opportunities offered to scholar - SY 2024-2025: All academies will have their own school counselor

Our Pathways (Part 1)



Race, Policy and Law Academy

Industry: Public Services

Grade Levels:

- 10th grade = 58 students
- 11th grade = 59 students
- 12th grade = 62 students



Computer Science Academy

Industry: Information and
Communication Technologies

Grade Levels:

- 10th grade = 92 students
- 11th grade = 99 students
- 12th grade = 87 students



Engineering Academy

Industry: Engineering and
Architecture

Grade Levels:

- 10th grade = 65 students
- 11th grade = 59 students
- 12th grade = 56 students

Our Pathways (Part 2)



Health Academy

Industry: Health Sciences & Medical Technology

Grade Levels:

- 10th grade = 86 students
- 11th grade = 85 students
- 12th grade = 90 students



Fashion Academy

Industry: Fashion & Interior Design

Grade Levels:

- 10th grade = 115 students
- 11th grade = 121 students
- 12th grade = 122 students

Reflections on 2023-24



Criterion 1: Measures N and H Pathway Improvement Progress

Reflection:

What has your reflection revealed about progress toward your strategic goals? What progress is evident in your school's reflection on Year 1 (2022-23) strategic actions?

Criterion 2: Measures N and H Pathway Improvement Plan (Actions)

Reflection:

What new or revised strategic actions will the school and pathways undertake in the coming year to continue to make progress toward three-year goals? How will these actions impact student achievement and experience to improve school-wide goals?

Criterion 3: Measures N and H Pathway Improvement Progress

Reflection:

How will Measures N and H funds support strategic actions and progress toward goals?



Race, Policy, and Law Academy

Criterion 1 - Reflection on progress towards goals

- This year, the Pathway team analyzed Capstone research papers and calibrated our assessment of students' argumentative and research writing. As a result, the team has a shared understanding of student proficiency in writing and can begin to move towards vertical alignment.
- We hosted an Advisory Board meeting in the fall with industry professionals and have one scheduled for May 2024.
- All RPL students have opportunities for cross curricular projects in English and their CTE courses.
- The Academy team has used collaboration time to analyze and monitor student progress towards graduation; the Student Support Specialist has been instrumental in providing tiered intervention for students who are not on track to graduate and has connected them to school site and community resources; they have held two transcript reviews for 10th and 11th grade students; and one transcript review with the 12th grade students. They followed up individually with students who were absent. The transcript reviews have increased students' self awareness and positioned them to advocate for their academic needs.

Criterion 2 - revised strategic actions

- Work Based Learning: We will work closely with the Work Based Learning Liaison to systematize a tracking system for work based learning opportunities; set aside times to plan, document and reflect on WBL opportunities.
- Integrated Program of Study: With proper cohorting in the Master Schedule, we could plan & implement more cross curricular projects.

Criterion 3 - Measure N/H funding

- It looks like 2024-25 funding will go towards whole school positions with no academy allocated funds. We will feel the absence of the Student Support Specialist in regards to Goal #3: Integrated Student Supports unless funding is found.





Health Academy

Criterion 1 - Reflection on progress towards goals

- Our Academy was not doing enough to ensure even, timely progression towards desired graduation goals.
- Specifically, our set of offered courses were not focused enough on the academy as a Patient Care CTE pathway.
- Our students were making use of internship opportunities at a low rate,
- Our cohorting was not as strong as it needed to be.

Criterion 2 - Revised strategic actions

- We have reimagined the progression of CTE courses and made the two-year Biotech 1-2 and 3-4 into science electives. All students are given a basic set of lessons in Biotech skills and usage, allowing every student the chance to find out if that is a potential career path for them.
- We have increased the number of CTE-credentialed teachers in the Academy and are working on adding more
- Our partnerships with outside organizations have been strengthened and streamlined

Criterion 3 - Measure N/H funding

- We have increased the number of CTE-credentialed teachers in the Academy and are working on more.
- Our funding goes to CTE-aligned field trips, certifications, and activities within the Academy.
- Our WBL liaison, Terrance Holliday, is funded through the measures and coordinates trips and opportunities.





Engineering Academy

Criterion 1 - Reflection on progress towards goals

- We have developed a plan to identify struggling students and track progress by using a spreadsheet tracker and have made some interventions throughout the year. We have not been able to implement the MTSS plan. This is the focus of our 2024-2025 SY work.
- Counselors did a transcript review with students early in the school year to ensure that students were taking appropriate classes and moving through their sequence.
- With limited resources, we have been unable to push our work towards expansion of our academy and the working of our advisory board. With existing members of advisory board, we have structured agendas, and structured communication to promote a forward movement. We have an Advisory Board / Industry Summit PD scheduled on April 12th.
- Our goal is strengthening our communication with our Work Based Liaison (WBL).

Criterion 2 - Revised Strategic Actions

- Integrated Program of Study: Integrate student support time into collaboration meetings to discuss students in need of interventions and infused holistics support.
- Increased Comprehensive Student Supports: Collaborate with 10th grade English teacher to identify strategies that can be shared across English and Engineering classes to support English Language Learners.
- Leverage Existing Resources: Engage site career specialists to actively participate in the development of 10 partnerships with industry partners to strengthen classroom education to industry application through the use of Work Based Learning Activities.
- Systematic Data Analysis: Develop consistent opportunities to elicit student voice and interest in academy based planning.

Criterion 3 - Measure N/H funding

- Current funding covers teacher salaries of Academy Co-Directors. Our hope is that funding would allow us support to expand the supports offered within our academy.





Fashion Academy

Criterion 1 - Reflection on progress towards goals

- Teachers develop thought provoking & detailed oriented lesson plans that contain scaffolds, accommodations, and differentiation. Teachers promote skill building opportunities to engage students with gaps in their skill sets that are essential to engage students in direct instruction of content grade level standards.
- We have regularly scheduled meetings where we engage in kid talks to discuss students of interest (students of concern). Our SSS reviews marking period grades to determine which students are struggling learners and need additional scaffolding and differentiation opportunities.
- We have made progress via building a partnership between CTE and academic content integration within two courses within the 11th and 12th grade course sequence: Physiology and Fashion Design & History, as well as English IV & Fashion Marketing.
- Our goal is a stronger relationship with the Work Based Liaison (WBL) to develop and implement WBL activities aligned with our industry sector.
- OFTA through the SSS has worked with students to identify areas of re-engagement for students, develop a “OTFA Student Incentive Program”
- OTFA has increased efforts to network with stakeholders for mentoring support and opportunities for students to gain practical college and career readiness.
- We've been using SEL inconsistently to holistically support our students.

Criterion 2 - revised strategic actions

- Collaboratively create interdisciplinary projects integrating vertical alignment amongst academic content courses and CTE courses.
- Develop, strengthen and implement with full fidelity academy based intervention for students who meet 50% or more of the At-Promise Criteria.
- Diversify the course offerings within the Academy that provide a more rigorous academic core. This includes increasing AP and Honors classes within the course offerings.
- Develop and grow internship and WBL activities; incorporate CTE standards across the pathway to ensure scholars receive learning experiences aligned to industry standards, and offer engaging industry integrated projects to strengthen students' college and career readiness preparation.
- Create a variety of incentive programs and activities to promote student engagement throughout the pathway.
- Develop an Alumni Connection Program (ACP) cohort to track the effectiveness of our academy's supporting students for life after HS

Criterion 3 - Measure N/H funding

- It looks like 2024-25 funding will go towards whole school positions with no academy allocated funds. We will feel the absence of the Student Support Specialist (SSS) if funding isn't found. Our SSS is an integral part of our team.



Computer Academy

Criterion 1 - Reflection on progress towards goals

- Computer Academy teachers have common collaboration time, and pathway PD time to develop and implement grade level Interdisciplinary PBL Units enriched with skill opportunities such as: analyzing, communicating, collaborating, and using problem-solving skills and computational thinking skills.
- Working to increase the number of African American students meeting A-G requirements to 80% currently at 60% & working to increase the number of Hispanic students meeting the A-G requirements to 75% currently at 66%.
- Working to vertically align CTE courses to ensure consistency in our 10th - 12th grade cohorts in the 11th grade classes to improve outcomes for at-promise and minority students
- A number of African American and Hispanic students are still dropping the CTE classes in the 11th grade. Working to provide tutoring support during school and after school, more scaffolding, increase family/parent engagement, and an increased opportunities and participation in mentoring / internship programs.
- Computer Academy provides targeted student support, that includes providing academic, social-emotional, and career counseling services aligned with pathway outcomes that help students develop and realize their college and career readiness goals.

Criterion 2 - Revised Strategic Actions

- Increase Project Based Learning units by using collaboration time to develop at least 2 well planned units using Common Core State Standards and CTE standards.
- Ensure 80% of students are meeting the A-G requirements as teachers are meeting regularly to review data, discuss growth, and monitor D and F rates.
- Increase the number of mentors and mentees for at-promise students by 30%
- Provide additional WBL PD for Computer Science teachers to increase buy-in, collaboration and understanding of how WBL is integrated across all curriculum to increase student readiness to succeed in college and/or career
- Increase internship outcomes for at risk students by 30% and increase graduation rates by providing students with the skills for success.
- Create and maintain a practical monitoring and evaluation system for WBL programs, activities and partnership.
- Intentionally recruit girls, black, and brown students in order to reflect the demographics of the school.
- Increasing student intervention, student clubs and activities, family outreach and staff professional development and collaboration.
- Intentionally increase equity by improving academic outcomes of all students particularly our at-promise students

Criterion 3 - Measure N/H funding

- It looks like 2024-25 funding will go towards whole school positions with no academy allocated funds. We will feel the absence of the Student Support Specialist (SSS) if funding isn't found. Our SSS is an integral part of our team.



Whole School

Criterion 1 - Reflection on progress towards goals

- We are on track to complete A-G, 4 year plan and transcript review workshops with our students in grades 9-11. We have partnered with college access partners to ensure they happened during the Winter and into the Spring. We've also created separate advisories for 9th and 12th grade to promote increased college awareness.
- Our Engineering Academy has increased its max seat size by 31 stu. (62 -> 93). This has moved us closer to all academies being at the same max size.
- Our school schedule and master schedule reflects intentional design to promote authentic pathway collaboration
- Our Master Schedule reflects a balance between needed credit recovery opportunities, accelerated course offerings, college prep offerings, and Career Technical Education (CTE) courses.
- 100% of students completed their assigned Capstone projects either in virtual or physical settings.

Criterion 2 - Revised Strategic Actions

- Increase Student Comprehensive Supports: Provide A-G workshop presentations, graduation plans, and transcript reviews with all students in grades 9-11 through English courses.
- Provide pathway teams with comprehensive support to strengthen existing vertical alignment, and cross interdisciplinary academic alignment in addition to growing, developing and managing their respective academic teams
- Increase college awareness opportunities offered on campus.
- Increase career awareness and WBL opportunities offered through our academy programs.
- Offer strong academically diverse classes with academically rigor rich curriculum
- Integrate Capstone/Senior Project within site based academy programs, so every student has the opportunity of an in person Capstone experience

Criterion 3 - Measure N/H funding

- Measure N/H Funding is intentionally used to build out the membership on our pathway teams needed to offer a comprehensive academy learning experience



One Pagers

Academy One Page Documents

Questions?

EVERY STUDENT THRIVES!



Principal - Martel Price

Academy Directors:

- 1) **Race, Policy and Law** - Ms. Woo
- 2) **Health Academy** - Ms. Bailey / Mr. Daigle
- 3) **Engineering Academy** - Mr. Reddy / Mr. Baena
- 4) **Computer Academy** - Dr. Onyeador
- 5) **Fashion Academy** - Mrs. Johnson



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