



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

**Together, We Are Building**

a full-service community school district that serves the whole child,  
eliminates inequity and provides each child with an excellent teacher, every day.

## Oakland Unified School District

### Taking Our College and Career Pathway System to Scale

March 12, 2014

Presentation by:

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**High School Tactical Team / Linked Learning Office**

# Scaling Up College and Career Pathway

## Participation

2013-14

2017-18

40%



80%



# OUSD High School Theory of Action

**If** we expand and enrich learning structures and time in alignment to new standards for educators and students, **and**

**If** educators enact high quality interactive instruction using grade level text and college and career aligned tasks, **and**

**If** we engage **every** student in:

## **1. A Robust College Readiness Core**

- ✓ A-G college prep academic core emphasizing real world applications
- ✓ An intentional focus on academic literacy
- ✓ Instruction aligned to Common Core and Next Generation Science Standards

## **2. A Strong College and Career Pathway**

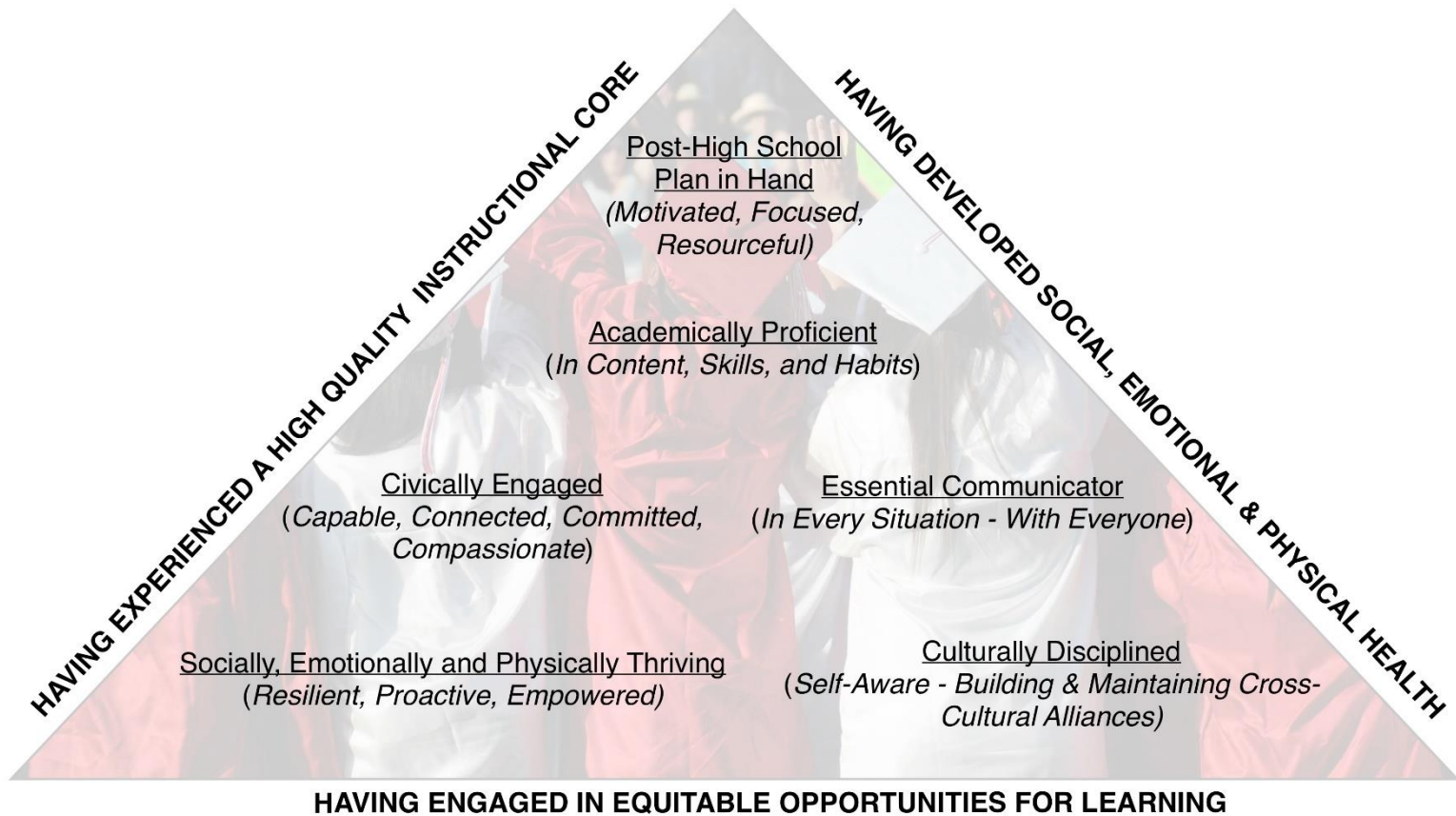
- ✓ A technical core of three or more courses meeting industry standards
- ✓ Work-based learning
- ✓ Personalized student supports

**Then** Oakland Unified School District students will graduate College, Career and Community ready

# Student Trajectory

	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<b>Academic core</b>	Strong preparation	A-G courses in all core subjects; concurrent enrollment and industry certifications			
<b>Career Tech Ed</b>	Career Exploration	Pathway Wheel	Intro Pathway Course	Intermediate Pathway Course	Capstone Pathway Course
<b>Work based Learning</b>	Options Career Fair Interest Survey	Guest Speaker Fieldtrip	College and Career Visits	Mentor Job Shadow	Internship Job
<b>Student Support</b>	College, Career and Community Plan Development Early Warning System Individualized Academic / Social Emotional Advising				Post-secondary plan
<b>Summer</b>	Pathway themed summer academic bridge programs			Internship	College transition

# Oakland Unified School District Graduate Profile



**“Our graduates are college, career, and community ready!”**

## College and Career Pathways Strengthen Graduation Rates

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Of the OUSD class of 2012,

84.2% of students **in pathways** graduated;

58.3% of their peers **not** in pathways graduated.

## OUSD High School Stretch Goals For Current 9<sup>th</sup> Grade

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Stretch Goal Aligned to Balanced Scorecard Measures (2017-18)	Current Reality (2013-14)
100% 4-year cohort graduation rate	The graduation rate of the class of 2012 was 62.6%
80% student engagement in College and Career Pathways	42% of students in grades 10-12 were engaged in Linked Learning Pathways in 2012-13
100% UC / CSU A-G completion rate	The UC / CSU A-G completion rate for the class of 2012 was 42%
100% of students at grade level on high school Scholastic Reading Inventory (SRI)	57% of current 9 <sup>th</sup> graders are reading at grade level

# Our Plan to Reach Goals – Executive Summary

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## Structures and Systems

- Engage a **Guiding Team**
- Expand High School **Master Schedules**
- Increase and Optimize **Community and Industry Partnerships**
- Provide an Increased Scope and Sequence of **Work Based Learning** and **Civic Engagement** Opportunities to Students
- Greatly Enrich **Student Support Systems**

## Leadership and Teacher Capacity

- Provide Professional Learning and **Coaching to Leaders**
- Provide Targeted **Teacher Professional Learning**
- Increase and Support **Teacher Collaboration Time**



## Engage a Guiding Team

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- A cross-district leadership team that includes cabinet level staff plus site and pathway leaders, parents and students, that meets regularly to **remove barriers, align resources, and hold themselves collectively accountable** for pathway equity and quality as well as modeling Social Emotional Learning skills and competencies as per Board SEL Policy
- **Supports shifts** in practice, beliefs, roles, and resources that are required of all departments and school sites to reach the OUSD goal of every graduate prepared for college, career and community
- Sets the **pace and timeline** for getting the pathway work done

## Expand High School Master Schedules

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An alternative master schedule, specifically the 2x4 or the 8 period A/B offer a number of significant advantages over the six period day in achieving our linked learning goals, including, but not limited to:

- Supports each student to have **eight more course options** for support classes, electives, dual enrollment, pathway courses
- **Longer blocks** for each class to allow for more hands on, experiential, project based learning and instruction
- Supports Social and Emotional Learning and **deeper learning** partnerships with fewer students per day

Step 1: Fund 8 period day

Step 2: Alternative master schedule pilot at select sites

Step 3: Professional learning and technical assistance

Step 4: Implementation across system

## Infrastructure to Support Community and Industry Partnerships

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- OUSD supports a **Regional Intermediary** to: convene and lead stakeholders; research labor market needs and align supply and demand for work-based learning
- Oakland Education Cabinet's *School to Career Committee* develops district industry sector **Partnership Councils** to oversee pathway curricular and work based learning development
- A **District Intermediary** contacts local industry to set up student work based learning experiences. Intermediary enrolls, trains, tracks, and assesses high quality internships for 2000 seniors
- **Workforce and Economic Development Office** manages industry opportunity pipeline to provide work based learning opportunities equitably across the system for students
- Two high school "**Sector Navigators**" align with Community College Sector Navigators and industry to build out industry sector pipelines from OUSD pathways to post-secondary partners

## School Site Infrastructure to Increase Work Based Learning and Civic Engagement Opportunities for Students

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- At each high school, a **College, Career and Community Specialist** supports students to develop their College, Career and Community Plans and to transition from high school to post-secondary placement
- At each high school, a **Career Technical Education Specialist** plans and implements work based learning opportunities for all students
- One middle school **Work Based Learning Coordinator** supports early career awareness for students

## Greatly Enrich Student Support Systems

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- Enhance **Early Warning System** to address A-G and Pathway attainment
- Develop **summer bridge** programs for rising 9th and 10th graders aligned to pathways
- Ensure that students are scheduled with pathway peers (**cohort scheduling**) and with pathway teachers
- **College, Career and Community Specialists** provide timely interventions and wrap around supports for students in coordination with Community School Manager
- **Push in support** to pathway students from African American Male Achievement, Latino Men and Boys, and Programs for Exceptional Children case workers
- **Student Support Specialists** – one per middle school

## Provide Professional Learning and Coaching to Principals / Leaders

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- On-going professional learning and coaching to support and sustain **Instructional Leadership Teams**
- Immediate intensive professional learning and coaching for **master scheduling**
- Professional learning and coaching in college and career **pathway development** and support
- **Pathway Coaches** at each high school support pathway leads and their pathway communities of practice
- Professional learning and coaching of leaders to **engage parents, students and the greater community** to support college and career pathways

## Provide Targeted Professional Learning to Teachers

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Teachers must be prepared:

- to **powerfully engage** students for longer blocks of time using Common Core State Standards and Next Generation Science Standards **instructional shifts** to teach students 21st Century Skills
- to engage students in **cross-curricular**, project and problem based learning
- to ground learning in **Social Emotional Learning** skills and competencies
- to **work together**, across disciplines, in pathway communities of practice
- to develop curricular units **mapped to standards** and aligned with pathways

## Increase and Support Teacher Collaboration Time

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An expanded master schedule will allow greater flexibility in teacher scheduling for:

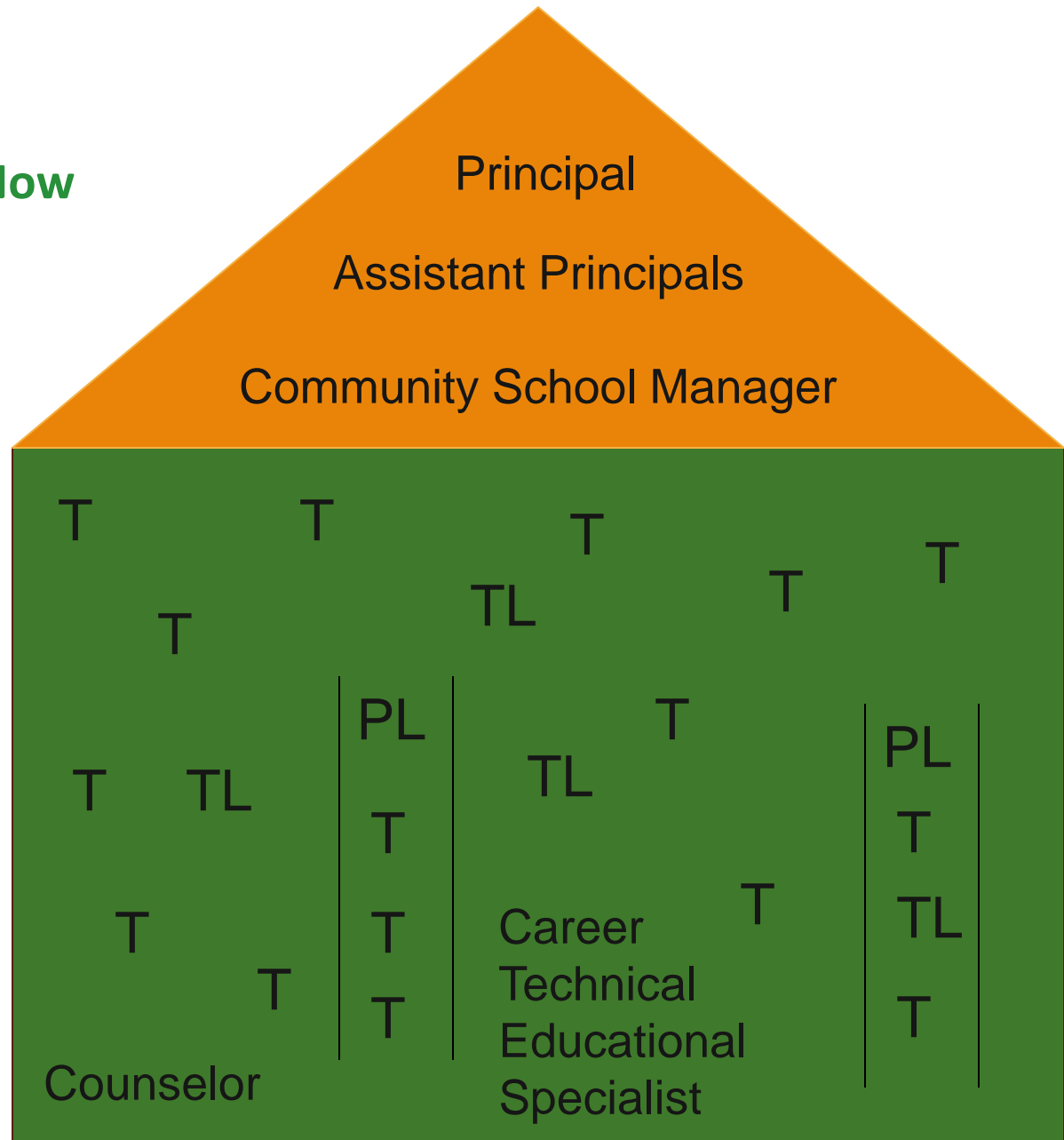
- pathway pure **teacher cohorts**
- pathway pure **student cohorts** so that teachers share students
- common planning time within the school day for pathway teams to meet as **communities of practice**

Additionally we must:

- provide on-going **pathway coaching** to optimize collaboration time to build pathway quality aligned to Essential Elements
- provide increased opportunities for **teacher externships** aligned to pathway themes



## High Schools Now



T= teacher  
TL= teacher  
leader  
PL= pathway  
lead

# High Schools that Support All Students to Reach Potential

Principal

Community School Manager

Pathway Coach

AP

AP

AP

AP

AP

PL

PL

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Career Tech Educational Specialist

College, Career, Community Specialist

Counselors / Case Managers

AP = Assistant  
Principal  
T= teacher  
TL= teacher  
leader  
PL= pathway  
lead



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