

## **All OUSD Students Graduate College, Career and Community Ready**

In the Oakland Unified School District we believe that if we provide high quality college and career pathways, through which every student is provided access to:

- An a-g aligned, high quality, challenging academic instructional core;
- A rigorous sequence of career technical education courses;
- Opportunities to engage in work based learning experiences;
- And individualized student supports;

Then, every student will graduate college, career and community ready.

In order to ensure that our college and career pathways are high quality, we use the following seven **Essential Elements of High Quality Pathways:**

1. Student Outcomes Driven Practice
2. Equity, Access and Achievement
3. Pathway Program of Study
4. Learning and Teaching
5. Work-Based Learning
6. Personalized Student Support
7. Pathway Leadership and Partnership

Assessment against these Essential Elements guides the development and evaluation of our pathways. The Essential Elements were developed by a design team composed of leaders from many organizations (ConnectEd, the College and Career Academy Support Network, the National Academy Foundation, and the Linked Learning Alliance) who have deep knowledge of and experience with career academies and other forms of pathways. The Essential Elements have evolved over several years. They reflect research and evaluation findings, plus the collective wisdom of a large field of pathway practitioners. The success of college and career pathways depends upon Social Emotional Learning (SEL) for adults and students. SEL is foundational to the achievement of the goals and expectations for College, Career and Community readiness and success. The Essential Elements require SEL as a foundation and are also aligned with similar tools developed by leading organizations and networks across the country.

A district level **Guiding Team** for college and career pathways will be formed to oversee the next three years of work to engage 80% of our high school students in college and career pathways. The Guiding Team:

- is a cross-district leadership team that includes cabinet level staff plus site and pathway leaders that meets regularly to remove barriers, align resources, and hold themselves collectively accountable for pathway equity and quality as well as modeling SEL 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

In the following pages you will find:

- A brief description of each Essential Element
- An analysis of where we are **as a system** of pathways in Oakland in regard to each element
- Proposed actions to move our system towards higher quality in each element
- A budget to support the proposed actions

Pathway evaluation is performed using a four-point rubric against which individual pathways are found to be:

1. Beginning and Emerging
2. Developing and Approaching
3. Meeting and Advancing
4. Excelling and Sustaining

*\*Please see front binder pocket – ConnectEd California Essential Elements and OUSD Pathway System Evaluation Grid*

## **Essential Element #1 Student Outcomes-Driven Practice**

At the heart of every college and career pathway is the pathway community of practice (COP). This cross-disciplinary team of teachers is scheduled to have time within the school day to meet regularly to review several kinds of evidence about their shared cohorts of pathway students, including (1) pathway-specific student learning outcomes; (2) information on students' level of performance; (3) individual student growth in performance, both on pathway-specific learning outcomes and on transcript-based measures; (4) students' success after high school in postsecondary education and employment; and (5) trends over time in all these measures for the pathway students as a group. The pathway COP uses data on a regular basis to inform and improve professional practice and on an annual basis to revise the pathway improvement plan.

### **Key Components**

Pathway Community of Practice  
Pathway Specific Outcomes  
Data-driven Practices  
Pathway Improvement Plan

### **Current State Analysis**

80% of pathways are in the Beginning and Developing levels on the *Essential Elements Continuum*

- Because of tight, inflexible master schedules: not all teachers who consider themselves part of a pathway team are assigned pathway students; not all teachers who teach a cohort of pathway students consider themselves pathway teachers; not all pathway teachers share a common planning period within the school day to meet and discuss student data; and not all students are scheduled into all of the pathway classes with their pathway peers (cohort scheduling). There is an incomplete alignment of special education cohorts and accompanying resources with existing pathway access and collaboration.
- Some, but not all, pathway teams have industry themed pathway student outcomes aligned to the OUSD graduate profile.
- Pathway teams are annually presented with pathway level student demographic and achievement data and receive professional learning and support to develop improvement plans based on these data.
- Several pathways have gone through a formal externally led pathway quality review: two pathways have been certified as high quality college and career pathways: Life Academy and the Education Academy at Skyline; three others were found to be making good progress towards becoming high quality: Mandela Law and Public Service Academy at Fremont, and the Environmental Science Academy and the Visual Arts and Academics Magnet Program both at Oakland High. All pathway teams have access to the ConnectEd developed OPTIC tool which facilitates inquiry based cycles of improvement based on the Essential Elements

**Proposed Actions to Move the System Towards Greater Quality**

What	Why	District	Site
Invest in an expanded master schedule to 8 periods for all 8100 high school students.	To allow greater flexibility in teacher scheduling to allow for: pathway pure teacher cohorts; pathway teacher COPs to meet together regularly during the school day. <i>*Please see Appendix A – Master Schedule</i>	Invest in master schedule technical assistance for central office support (IT, QAA, Operations).	Go to an 8 period master schedule at high schools.  Provide technical assistance on master schedule development to support pathways to site principals.  Provide leadership coaching for principals.
Build the capacity of pathway COPs.	To support continuous pathway improvement through the review and use of pathway student data.	Invest in 1 FTE Pathway Coordinator to build the capacity of TSA Pathway Coaches to lead all pathways to certification. TSA coaches collaborate with and are a resource to the Principal COP.  Support pathways teams in the development of Community of Practice aligned to OUSD SEL Standards. Intentional SEL training for teachers ensures effective use of collaboration time to benefit all students.	Invest in TSA Pathway Coach per high school site (14 FTE) to: <ul style="list-style-type: none"> <li>• Serve as contact person for business and community engagement.</li> <li>• Promote Linked Learning Pathway Quality Review process for certification.</li> <li>• Serve as liaison among faculty and leadership to develop and sustain pathways.</li> <li>• Partner with the principal to develop and implement pathway plans for improvement.</li> <li>• Ensure completion of the action plan, calendar, and budget for pathways. Coordinate and implement advisory boards</li> </ul>
Establish leadership structures to support student outcome driven	To ensure that our system is working in a coordinated effort to establish high quality pathways	Engage a district level Guiding Team to drive pathway development.	Invest in capacity building of site-based Instructional Leadership Teams (ILTs).



practice.	across our District. District teams support school-site COP's to achieve these seven essential elements.	Continue to support the development of a data dashboard to monitor student outcomes and track partnership relations.	<p><i>*Please see Appendix B – Instructional Leadership Teams</i></p> <p>Develop school site advisory committee for pathway continuous improvement as subcommittee of School Site Council. School site advisory receives intentional training and support for collaboration inclusive of SEL support and competencies.</p> <p>ILT and other leadership bodies receive ongoing SEL support and training focused on building their capacity to collaborate effectively to reach their goals and objectives. OUSD SEL Board Policy and Standards grounds the work of the ILT.</p>
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## Essential Element #2 Equity, Access, and Achievement

A college and career pathway pursues both excellence and equity as mutual goals. A pathway establishes high achievement expectations for all students and practices non-discriminatory and inclusive policies, practices, and pedagogy. The pathway is equitably accessible to and serves well any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic achievement. An equity-focused pathway intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous, flexible, and equitable.

### Key Components

Open access and equitable opportunities  
Diverse student representation  
Promoting equitable achievement

### Current State Analysis

76% of pathways are in Beginning and Developing levels on the *Essential Elements Continuum*

- Limited capacity of site administration and pathway teams to outreach to underserved populations effectively in method and content
- Limited engagement of students and families about pathway programs
- All teachers across OUSD require on-going professional learning in differentiated and culturally relevant teaching practices to engage all students equitably

### Proposed Actions to Move the System Towards Greater Quality

What	Why	District	Site
<p>Develop a more robust options process that equitably and effectively communicates to targeted populations the significance and meaning of ‘college, career, and community readiness’ to all families so they can make informed choices about which pathways they want their children to benefit from.</p> <ul style="list-style-type: none"> <li>• MS parents informed equitably about pathway choices through an</li> </ul>	<p>To ensure that all middle school students and their families receive ample information about pathways within each high school option.</p>	<p>Invest in 1 FTE Program Manager in SAO to outreach to middle school students and families of color so students receive ample information about pathway options, and can enroll in their first or second choice of pathway.</p> <p>PEC staff is included in all pathway recruitment and Options process communications.</p>	<p>Invest in Pathway Coach to carry out site-based recruitment plan.</p> <p>Employ AAMA and Latino Men and Boys staff to provide case management support to pathway teachers and pathway coaches to recruit and retain male students of color.</p> <p>1 AAMA case manager per large sites at OHS, FHS, Tech, SHS, Castle, (5) 1 AAMA case manager per 2 small sites at, McClymonds,</p>



<p>effective communications plan</p> <ul style="list-style-type: none"> <li>• Customized LL 101 Training for FSCP and PEC</li> <li>• Communicate pathway data to MS families</li> <li>• Pathway Options discussion as a centerpiece of MS special education student's IEPs</li> <li>• Pathway Options fairs</li> <li>• Organized recruitment by and for pathways</li> <li>• Shared articulation data from MS to HS so 9th graders don't need to be re-recruited after they have made their pathway choice in 8th grade</li> </ul>			<p>Life, Madison, CCPA (2) 1 AAMA case manager per continuation sites at Bunche Dewey, Rudsdale (1)</p> <p>1 Latino Men and Boys case manager per large site at OHS, FHS, Tech, SHS, Castle, (5) 1 Latino Men and Boys case manager per 2 small sites at, McClymonds, Life, Madison, CCPA (2) 1 Latino Men and Boys case manager per continuation sites at Bunche Dewey, Rudsdale (1)</p> <p>PEC supports pathway teams for inclusion.</p>
Specific outreach to underserved students in 8th grade that is articulated and continued so 9th graders don't need to be re-recruited.	To enable communities to accurately understand college and career pathways so that students can make empowered choices regarding their pathways, and the agency to advocate for their choices.	1 FTE FSCP FEL Coordinator to manage outreach to students and families to join challenging pathways	Train Community School Managers (CSMs) to effectively market college and career pathways to new families
Middle school students are academically prepared to succeed in rigorous high school pathways, have been exposed to career opportunities in a variety of industry sectors, know their high school pathway options, and are assisted	To empower students to make active, intentional, informed choices about which pathway to join.	<p>LCI targeted professional learning for middle school teachers in: vertical articulation, CCSS and NGSS instructional strategies and project based learning.</p> <p>1 FTE middle school coordinator of Work Based</p>	<p>1 FTE per middle school for Student Support Specialist specifically trained and supported by SAO and LLO to support student transitions to high school pathways.</p> <p>Intentional time is designed and scheduled for SEL skill-</p>

**LINKED LEARNING OFFICE  
HIGH SCHOOL OFFICE**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

with the transition into a pathway of choice.		Learning opportunities to work in Office of Workforce and Economic Development.	building necessary to succeed in rigorous high school pathways.
Implement a coordinated and sequenced career exploration program, combined with interest and career assessments and the development of portfolios and/or a multi-year college and career success plan.	To empower students to develop the self-awareness and knowledge needed to make informed decisions about their pathway options, and to guide their own trajectories into, through and beyond high school.	1 FTE middle school coordinator (TSA) of Work Based Learning opportunities to work in Office of Workforce and Economic Development.  Invest in a digital career exploration program managed by IT.	Middle school staffs trained by HS College, Career and Community or CTE Specialists on digital career exploration program, and digital College, Career and Community plans.  OUSD SEL Standards-based SEL skills and competencies are explicit in the College, Career and Community Plans.



### **Essential Element #3 Program of Study**

An industry-themed pathway program of study brings coherence to the four core components of linked learning: rigorous academics, real-world technical skills, work-based learning, and personalized supports. It intentionally coordinates and sequences student learning experiences in a way that integrates rigorous academic and technical core curricula. The pathway theme is broad enough to appeal to and engage all students. The program of study maximizes cohort scheduling to ensure that all pathway students are offered the opportunity to earn postsecondary credit and are prepared for success in the full range of postsecondary options. Social Emotional Learning (SEL) and Academic Advisement are embedded into the program of study providing a strong structure for personalization, helping students navigate high school, and serving as a vehicle for increasing student knowledge and dispositions towards college and career. Components include: Student Success Seminars (review grades, set goals, revisit); College and career knowledge and experience inclusive of SEL; Explicit teaching of SEL where teachers & students systematically learn and practice SEL competencies based on the OUSD SEL Standards.

### **Key Components**

Industry-based pathway theme  
Integrated core  
Postsecondary articulation  
Cohort scheduling

### **Current State Analysis**

80% of pathways are in the Beginning and Developing levels on the *Essential Elements Continuum*

- Because of tight, inflexible master schedules: not all teachers who consider themselves part of a pathway team are assigned pathway students; not all teachers who teach a cohort of pathway students consider themselves pathway teachers; not all pathway teachers share a common planning period within the school day to meet and develop out the four core linked learning elements of their pathway
- Not all pathway students are scheduled into all of their pathway courses

### **Proposed Actions to Move the System Towards Greater Quality**

<b>What</b>	<b>Why</b>	<b>District</b>	<b>Site</b>
Invest in an expanded master schedule	To allow greater flexibility in teacher scheduling to allow for: pathway pure teacher cohorts; pathway teacher COPs, inclusive of special education case managers, to meet together regularly during the school day to develop common instructional practices	Invest in master schedule technical assistance for central office support (IT, QAA, Operations).	Go to an 8 period master schedule at high schools.  Provide technical assistance on master schedule development to support pathways to site principals.



	and integrated curricula; to develop the pathway program of study and work based learning experiences and individual student supports.		Provide leadership coaching for principals.
Develop a well-defined and sequenced program of study for each pathway informed by Industry partners that consists of academic core, technical core, work-based learning, OUSD SEL Standards, IEP-driven special education programming, and student support, all intentionally linked to create a cohesive multi-year program grounded in performance assessments that improve student outcomes.	Well-defined pathways with the four linked learning components in place and operating at high quality will engage students and propel them to graduation. Programs grounded in performance based student outcomes rather than arbitrary content topics are more responsive to student needs.	LCI provides central professional learning in the four pillars and how they are interrelated; in pathway performance assessments and student outcomes development; and in the integration of CTE standards. All Professional learning for leaders and schools are aligned with OUSD SEL Standards.	Current LCI Specialists will provide pathway teams across content areas with Instructional coaching for: - Curriculum mapping - Integrated Project Based learning and assessments - Academic Discussion - Utilizing SEL for best instructional practices - Teaching literacy skills using career themed expository text across content areas  ILTs select from District recommended evidence based SEL programming for pathway teams and coaches. Professional learning is needed to successfully implement SEL curriculum materials that support SEL being integral to academics.
Establish clear expectations, guidelines, and support (funding, staffing, scheduling, professional learning) for each pathway to create and deliver a coherent program of study that (a) is faithful to the Linked Learning guiding principles and core components; (b) is informed by industry and postsecondary partners; and (c) ensures equity and access to all students (d) aligned to OUSD SEL	Students will graduate from high quality pathways having achieved the qualities and attributes of the OUSD Graduate Profile with industry certifications, college credit, and a personal College, Career and Community Plan that guides their way to post-secondary options and leads to successful careers and positive community roles.	Commit the necessary leadership, direction, and resources of the district to support sites and community partners as they build a network of LL pathways to prepare all students for college, career and community readiness.	Site staff and community partners receive clear achievable goals and expectations from district leadership combined with the resources required to prepare all students for college, career and community readiness.

Standards.			
To complement pathway course offerings, the district must formalize arrangements with local community colleges and other postsecondary institutions for students to take advantage of <b>dual enrollment options</b> . The district must systemically support equitable student access by addressing an accessible registration process, fees, and student support.	Students who complete college level credit while in high school have a greater chance of persisting in college.	Initiate and support district MOUs with local community colleges to facilitate student transitions.	Invest in College, Career and Community Specialists at each site working in the College, Career and Community Centers to support students to develop their College, Career and Community Plans and transition from HS to Post-secondary placement. They act as liaison between pathways and all post-secondary partners to oversee concurrent enrollment, articulation, and industry certifications for students.

#### **Essential Element #4 Learning and Teaching**

Pathway students engage in inquiry- and project-based learning that is outcome-focused, rigorous, relevant, and collaborative. Members of the pathway community of practice plan such learning experiences for students: they regularly collaborate to develop and articulate standards-aligned grade-level, course, and project outcomes to organize the pathway's program of study and guide assessment, curricular, and instructional planning. They also use performance assessment tasks with common rubrics to assess, monitor, and support every student's progress toward mastery of college and career ready pathway learning outcomes. The community of practice regularly engages in professional learning, evidence-based inquiry, and reflection to continuously improve their practice.

#### **Key Components**

Rigorous relevant and integrated learning  
Collaborative learning  
Outcome focused and student directed learning  
Reflective practice and professional learning  
Authentic assessment

#### **Current State Analysis**

77% of pathways are in the Beginning and Developing levels on the *Essential Elements Continuum*

- Most pathway teachers lack the structures to share a common planning period within the school day to meet and develop cross-curricular project based learning experiences for pathway students
- Pathway teachers are often pulled in two directions regarding professional learning time - to work with their pathway COPs or to work with their content alike peers
- Some more mature pathway teams are engaged in developing senior capstone performance tasks aligned to pathway outcomes

#### **Proposed Actions to Move the System Towards Greater Quality**

What	Why	District	Site
Invest in an expanded master schedule.	To allow greater flexibility in teacher scheduling to allow for: pathway pure teacher cohorts; pathway teacher COPs, inclusive of special education case managers, to meet together regularly during the school day.	Invest in master schedule technical assistance for central office support (IT, QAA, Operations).  Lead a Principal PLC on school leadership and linked learning, to include Pathway Coaches.	Go to an 8 period master schedule at high schools.  Provide technical assistance on master schedule development to support pathways to site principals.  Provide leadership coaching for principals.



Invest in professional learning to build capacity of high school teachers to teach within a blocked schedule.	Teachers must be prepared to powerfully engage students for longer blocks of time using Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) instructional shifts to teach students 21st Century Skills, to engage students in cross-curricular, project and problem based learning, and to ground all of this learning in SEL skills and competencies.	LCI provide professional learning in making effective use of class time, embedding SEL, universal design for systematic differentiation, curriculum integration, and project and problem based learning.	<p>Sites build the systems and structures that create the conditions for learning and instruction across all content areas using the OUSD SEL Board Policy and SEL Standards to guide their work.</p> <p>25 SEL Teacher Leaders - one embedded in each pathway. In grades 9-11 SEL capacity is built to promote 12th grade SEL leadership.</p> <p>All SEL Teacher Leaders serve on site ILT and participate in a district-wide Professional Learning Community in collaboration with Teacher Leaders and Specialists across content areas.</p>
Invest in professional learning to build capacity of high school teachers to integrate work based learning experiences into academic instruction.	When students see the relevance of what they are learning in core academic classes in the workplace, they engage more deeply in their learning.	LCI Specialists design and lead professional development and planning time for pathway teams to create integrated curricula and senior projects that reflect WBL experiences, SEL competencies, and impact students College, Career and Community Plan.	LCI teacher leaders are trained by LCI specialists in the integration of work based learning into academic courses.

## Essential Element #5 Work-Based Learning (WBL)

All students participate in a personalized and coordinated continuum of work-based-learning (WBL) experiences designed to help them master and demonstrate academic, technical, and 21st Century skills, as identified in the pathway student learning outcomes. WBL builds on and extends every pathway's program of study. WBL occurs in-person and online: in the work place, the community, and at school. Students acquire academic, technical, and 21st Century knowledge and skills through WBL, all of which enhance their preparedness for the demands of college and careers.

### Key Components

Work Based Learning Continuum

WBL Outcomes

WBL Evaluation

### Current State Analysis

68% of pathways are in the Beginning and Developing levels on the *Essential Elements Continuum*

- 15 pathways use the Exploring College and Career Options (ECCO) curriculum to prepare students for paid internships aligned to their academic learning
- Four Career Technical Education (CTE) Specialists support pathways across the district in providing WBL experiences for their students
- It is currently not possible to track student level WBL data in any of our data systems; pathway level WBL data is captured in Salesforce

### Proposed Actions to Move the System Towards Greater Quality

What	Why	District	Site
<p>Require developmentally appropriate, structured, sequenced, and scaled WBL opportunities that also develops SEL competencies for all high school students at each grade level in pathways that culminates in stipend paid learning internships during rising senior summer or senior year.</p> <p>Students will graduate with a series of WBL badges earned that lead to specific</p>	<p>All students will graduate with a professional resume that reflect high-touch (industry mentors) high-value WBL experiences aligned to OUSD SEL Standards that informs and enhances their individual College, Career and Community Plan.</p>	<p>Workforce and Economic Development Office develops and manages WBL partnerships in OUSD that yield all WBL opportunities for students.</p> <p>Two high school Sector Navigators required to work for the current WEDO Coordinator to align with Community College Sector Navigators and industry to build out industry sector pipelines from OUSD pathways to post-secondary partners.</p>	<p>Invest in College, Career and Community Specialists at each site working in the College, Career and Community Centers to support students to develop their College, Career and Community Plans and transition from HS to Post-secondary placement. They act as liaison between pathways and all post-secondary partners to oversee concurrent enrollment, articulation, and industry certifications for students.</p>



<p>industry certifications and a recognized 21st century skills Work Readiness Certificate.</p>		<p>Develop District Policies that support this requirement.</p> <p>Develop technology infrastructure to support students WBL experiences to requisite industry standards.</p> <p>OUSD requests that the Oakland Education Cabinet's <i>School to Career Committee</i> develops District and Regional industry sector Partnership Councils that assign members to pathway level Advisory Boards.</p> <p>Pathway level Advisory Boards inform and provide pathways with required WBL opportunities.</p> <p>A District Intermediary contacts industry WBL providers to set up WBL experiences. Intermediary enrolls, trains, tracks, and assesses high quality internships for 2000 seniors.</p> <p>Align District WBL initiatives with existing PEC Career Transition resources, including Workability, the Transition Partnership Program with the Department of Rehabilitation, and other agency collaborations.</p> <p>District Summer Programs funds up to (33) Teacher FTE to offer an ECCO Summer WEE internship program aligned to OUSD SEL Standards taught by OUSD teachers. ECCO offers</p>	<p>Restoration of PEC Career Transition Specialists at six original comprehensive high schools to provide additional supports for special needs students' access to WBL.</p> <p>Master scheduling that supports credit recovery opportunities year round and allows seniors to leave campus for weekday afternoon internships OR enroll in ECCO Summer WEE program.</p> <p>WBL opportunities are designed by pathways and Pathway coach and informed by industry partners.</p> <p>One CTE Specialist per pathway (25) to plan and execute WBL and Advisory Board development for pathways.</p> <p>Professional development and planning time with industry partners are provided to pathway teachers to create clear expectations for WBL experiences that reinforce classroom learning and SEL competencies.</p> <p>Exploring College and Career Options (ECCO) workshops are taught in all pathways grades 10-12.</p> <p>ECCO School Year Work Experience Education Internship program is offered during the school year at each high school.</p>
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		elective credits and a paid stipend to rising seniors.	<p>After school programs are aligned to pathway industry focus and pathway learning outcomes, and OUSD SEL Standards.</p> <p>(33) 2 FTE funding is available at each school site to offer school year ECCO Work Experience Education to juniors and seniors.</p>
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## Essential Element #6 Personalized Student Support

Every pathway student is supported by pathway staff, partners, and families. The pathway community of practice tailors learning experiences to students' individual developmental needs, skills, strengths, interests, and aspirations. Pathway staff, in consultation with families and service providers, identify and address the academic, personal, and social-emotional needs of every student so that she or he makes progress toward achieving personalized college and career goals and pathway student learning outcomes.

### Key Components

Support for student needs

College, Career and Community plan

### Current State Analysis

68% of pathways are in the Beginning and Developing levels on the *Essential Elements Continuum*

- Because of tight, inflexible master schedules: not all teachers who consider themselves part of a pathway team are assigned pathway students; not all teachers who teach a cohort of pathway students consider themselves pathway teachers; not all pathway teachers share a common planning period within the school day to meet; and not all students are scheduled into all of the pathway classes with their pathway peers (cohort scheduling). There is an incomplete alignment of special education cohorts and accompanying resources with existing pathway access and collaboration.
- Articulation among pathways teams and student support providers on the high school campuses is not systematized
- A few pathways integrate an advisory period into the daily or weekly schedule during which student needs are identified and supported

### Proposed Actions to Move the System Towards Greater Quality

What	Why	District	Site
Initiate and support the development of College, Career and Community plans for all students.	Students must hold their own data and guide their own trajectories through and beyond high school, and have a way to convey their needs to trusted adults.	Invest in student level data dashboard to feed CCPs.  Provide IT to support site implementation of the CCPs.  Look to existing special education transition supports, including the Individualized Transition Plan component of the IEP, to serve as a model for student-centered College, Career, and Community Planning.	Invest 1 FTE per school site in a College, Career and Community Readiness Specialist to build site capacity to use CCPs to monitor student progress and deliver timely student intervention.  College, Career and Community Specialists work in the College, Career and Community Centers to support students to develop their College, Career and

			Community Plans and transition from HS to Post-secondary placement. They act as liaison between pathways and all post-secondary partners to oversee concurrent enrollment, articulation, and industry certifications for students.
Summer bridge programs for rising 9th and 10th graders will be aligned to pathway themes and provide integrated hands-on WBL opportunities to develop academic, SEL and 21st century skills for success.	Summer bridge programs serve students with engaging, developmentally appropriate sequenced and integrated WBL experiences that improve students academic, SEL and 21st century skill development.	Invest in Credit Recovery TSA.  Summer Programs needs a High School Summer Program Manager to support college, career, and community readiness Summer Programs that engage students in exciting and meaningful ways that increase student academics, SEL, and 21st century skills for success. Put the <i>FUN</i> back into summer for underperforming students.	Align Summer Bridge programs to site pathways and site based year round credit recovery options for students  Align PEC Extended-Year programs with the Summer Bridge.  CTE Specialists and College and Career Specialists work with Pathway leads, district Credit Recovery TSA, and district High School Summer Program Manager TSA to design appealing and effective summer programs
Provide more robust individualized supports for students.	High quality certified pathways require well-prepared students to be successful. OUSD students who arrive in high school unprepared do not choose rigorous pathways. Pathway teacher teams need additional help to support unprepared students and families understand the advantages of choice and persistence.	AAMA and Latino Men and Boys provide support to pathway teachers and pathway coaches to recruit and retain male students of color.  PEC staff develops supports specific to pathway inclusion.  Ongoing Professional Learning for teachers is inclusive of current research and best practices for secondary and adult SEL.	AAMA and Latino Men and Boys provide case management support to pathway students.  PEC supports students in integrated pathways for inclusion.

## Essential Element #7 Pathway Leadership and Partnerships

The pathway staff, school and district leaders, and partners share responsibility for program effectiveness and accountability for student outcomes. These stakeholders assure that conditions are in place to establish and sustain pathway quality. The pathway engages a formal advisory board that serves as an organizing structure to effectively engage a core of stakeholders, including business, postsecondary, and community partners.

### Key Components

Distributed leadership

Advisory board

Partner support for learning

### Current State Analysis

80% of pathways are in the Beginning and Developing levels on the *Essential Elements Continuum*

- Pathway leads, with the help of part time internal or external pathway coaches, have been mainly responsible for pathway effectiveness and accountability
- Pathway leads, with the help of a part time CTE specialist, are responsible for developing all business, postsecondary, and community partners, and the development, use, and sustainment of advisory boards

### Proposed Actions to Move the System Towards Greater Quality

What	Why	How	Cost
Provide support to Pathway lead teachers.	Pathways have the greatest positive impact on youth when lead teachers focus their energy on building a high capacity COP that focuses on instruction and student supports	Invest in a Pathway Coordinator (1 FTE) to build the capacity of Pathway Coaches to lead all pathways to certification. Coaches collaborate and are a resource to the Principal COP Professional learning delivered is aligned with OUSD SEL Standards.	Pathway coach per high school site (14) FTE to: Serve as contact person for business and community engagement. Support pathways teams in the development of Community of Practice aligned to OUSD SEL Standards. Promote Linked Learning Pathway Quality Review process for certification. Serve as liaison among faculty and leadership to develop and sustain pathways. In partnership with the principal develop and implement academy plans for improvement. Ensure completion of the

			action plan, calendar, and budget for academies. Coordinate and implement advisory boards.
Provide support to pathway COPs and direct services to students around College, Career and Community preparation.	All students must receive wrap around support and targeted assistance to graduate ready for college, career and community.		College, Career and Community Specialists at each site (14 FTE) work to support students to develop their College, Career and Community Plans from HS to Post-secondary placement.
Provide support to pathway COPs to provide a sequence of Work Based Learning Opportunities aligned to the industry theme of the pathway.	All students must receive the benefits of intentionally planned, instructionally aligned engagements with the world of work within the industry theme of their chosen pathway.	<p>The Oakland Education Cabinet's <i>School to Career Committee</i> develops District and Regional industry sector Partnership Councils that assign members to pathway level Advisory Boards.</p> <p>Pathway level Advisory Boards inform and provide pathways with required WBL opportunities.</p> <p>Incorporate PEC relationships with agency partners, including Department of Rehabilitation.</p>	<p>WBL opportunities are designed by pathways and Pathway coach and informed by industry partners. Invest in one CTE Specialist per pathway (25 FTE) to plan and execute WBL and Advisory Board development for pathways.</p> <p>Professional development and planning time with industry partners are provided to pathway teachers to create clear expectations for WBL experiences that reinforce classroom learning.</p>

## Appendix A: Master Schedule

An alternative master schedule, specifically the 2x4 (4 full year, full credit classes each semester) or the 8 period A/B (8 full year, full credit classes, 4 each day on an alternating schedule) offer a number of significant advantages over the six period day in achieving our linked learning goals. These include, but are not limited to the following:

1. Eight classes a year instead of six for every student within the standard school day.
2. Supports each student to have eight more course options for support classes, electives, dual enrollment (early college), pathway, over four years of high school.
3. Longer blocks for each class to allow for more hands on, experiential, project based learning and instruction.
4. Better facilitates effective implementation of the full continuum of work-based learning experiences including career exploration visits, college visits, mentoring, and internships.
5. Better aligns to the instructional shifts of the Common Core and Next Generation Science.
6. Supports Social and Emotional Learning and deeper learning partnerships with fewer students per day.
7. Expands opportunities for increased mainstreaming of special education students consistent with state and federal initiatives.
8. Better facilitates advisory as part of the master schedule since there are fewer classes each day
9. Creates a more focused homework load with fewer classes each day
10. Provides a blocked, double period prep for teachers every day
11. Increases student in class time from an average of 330 minutes a day to 370 minutes a day

Nearly every model linked learning pathway that has been studied or visited has implemented some version of a 2x4 or 8 period day. It is considered a foundational requirement; a prerequisite in order for students to take the number of required courses to be College, Career and Community ready.

Approximate Projected 9-12 enrollment 2014-2015\* 8,100 students

Current projected FTE to meet staffing needs of 6 period day at 32:1 student to teacher ratio: 303.8  
Projected FTE to meet staffing needs of 2x4 or 8 period A/B at 32:1 student to teacher ratio: 337.5

Using the projected average teacher compensation of \$79,200, the increase in cost for full-scale implementation of the 2x4 or 8 period A/B schedule at Oakland high schools would be **\$2,669,040**

\*Does not include alternative schools which are funded differently and operate a different schedule or SDC students that attend SDC classes most of the day