



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Continuation High School Pathway Model



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Presented to Measure N/H Commission

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Context:

- College & Career for All and Linked Learning Standards were designed for comprehensive schools
- Three of OUSD's five Alternative Education schools are continuation schools:
 - Sojourner Truth and Street Academy are comprehensive schools that are Alternative Schools of Choice
- OUSD's continuation schools are designed to support students with credit recovery, so students enroll in a variety of courses, not a specific program of study (as they do in comprehensive schools)
- The College & Career for All and Linked Learning Standards serve as the self-assessment for pathways to progress monitor and set goals

Proposal:

To support continuous improvement in a continuation school context, the following three schools will utilize new College and Career for All Linked Learning standards beginning in 2024-25:



These standards are customized to reflect the unique continuation school model.

Shifts

Standards omitted:

1.1 Cohort Structure

- With few identified exceptions, participating students in grades 10-12 are part of a pathway cohort class for 50% of their schedule, or a minimum of two academic courses and one CTE/career-themed course.
- A cohort constitutes a common curricular experience with the same teacher among a group of students participating in the same pathway. It is not necessary that students share a common course section.
- Students who are English language learners and those who are participating in an individualized education program have equitable access to classroom learning in this cohort.

Language added to standards:

- Integrated Program of Study, 1.4: Concurrent enrollment
- Work-Based Learning, 2.2: Pursue employment supported by structured work-experience education (WBL internships)

Focal Standards: Integrated Program of Study

1.2 Curriculum and Instructional Design and Delivery

- Pathway core content (English language arts, math, science, social science) and career technical education (CTE/career-themed courses) are built on a foundation of cross-subject and industry-infused curriculum and instructional design, giving students opportunities to make connections across academic content areas and between academic and career content. Pathway provides students with multiple interdisciplinary learning opportunities throughout the pathway experience, which also includes work-based learning opportunities.
- Pathway instructional design is based on pathway student outcomes and the OUSD Graduate Profile. Students are offered multiple opportunities to demonstrate mastery in alignment with outcomes and standards.
- Pathway curriculum is designed at a level of rigor to develop strong critical thinking skills that prepare students for postsecondary academic success and success in the workplace. The depth and complexity of student learning is evident through student work samples and instructional practices that utilize student-centered, collaborative, and project-based learning in the classroom, and build in opportunities for students to reflect and provide feedback on their learning experiences.
- Attention to equitable access to instruction for all identified demographic subgroups is evident through instructional scaffolding and attention to building academic mindsets and developing socio-emotional learning competencies.

Focal Standards: Work Based Learning

2.1 Work -Based Learning Plans

- The pathway provides students with a work-based learning (WBL) plan that includes a continuum of WBL experiences aligned with the program of study curriculum and pathway and/or graduate outcomes. The pathway program provides students with opportunities to engage with the plan by, for example, tracking their participation in specific activities and/or reflecting on the plan at various times throughout their pathway experience. The plan is personalized as needed to ensure equitable opportunities for all students.

2.2 Student Work- Based Learning Experiences and Self- assessments

- All students successfully complete a range of WBL experiences, from career exploration activities to career training. The pathway provides opportunities for all students to pursue formal internships or apprenticeships and to obtain industry certifications. Pursue employment supported by structured work-experience education (WBL internships).
- The pathway provides equitable access to high-quality WBL experiences for all students. All students participate in WBL self-assessments periodically throughout their pathway experience and after individual WBL experiences. These self-assessments allow students to reflect on their WBL skills development, their understanding of the industry, and links between academic and WBL experiences. Feedback gathered through student self-assessments is also used to inform the WBL plan.

Focal Standards: Integrated Student Supports

3.1 College and Career Preparation and Support

The pathway is successfully preparing students for college and career transitions and promoting a college and career culture by:

- Expecting students to pursue postsecondary education or training
- Exposing students to a variety of postsecondary options
- Providing targeted student support for postsecondary options (i.e., preparation for PSAT, SAT, ASVAB exams, guidance for college applications, help completing FAFSA and other financial aid applications, etc.)
- Providing academic, social-emotional, and career counseling services aligned with pathway and graduate outcomes, and helping students to develop and realize their college and career readiness goals
- Helping students develop job application skills and make connections to apprenticeship and certification programs

3.2 Social Emotional

- *The pathway program includes embedded learning opportunities that emphasize the development of social awareness, self-management, and a mindset of growth and self-efficacy for all students.*

3.3 Individual Student Supports

- *The pathway team monitors student academic, personal, and social-emotional needs and provides culturally responsive and timely interventions as necessary. The pathway adopts and implements a systematic plan of assessment and referral for students needing academic or social-emotional interventions. Interventions are personalized and engage students' families as appropriate to serve each individual student.*
- *A system is in place to assess the efficacy of student supports based on the progress of identified subgroups.*

3.4 Student Input and Validation

- The pathway seeks and documents student voice and leadership in articulating the pathway theme and making connections between academic studies, WBL opportunities, and college and career preparation.
- Student feedback solicited on at least an annual basis to gauge whether students understand the relevance of their program in preparing them for life after high school. This information is used to inform pathway improvement and responsiveness to support student needs.

Next Steps

- Continuation school standards will be presented to the Measure N/H commission for approval December 5 for inclusion in the 2024-25 Education Improvement Plan
- Measure N/H Education Improvement Plan presentations in Spring 2024 will reflect this revised set of standards with emphasis on focal standards
- Specific strategies and resources will be identified to support continuation school implementation of the standards

Questions?