MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION
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OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Measures N and H –
College & Career Readiness Commission

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes, High School Network Superintendent
Board Meeting Date December 5, 2023	_____
Subject	Updated High Quality College & Career for All Linked Learning Standards

Services For: All High Schools

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Action Requested and Recommendation	Presentation to and discussion by the Measures N and H Commission of 2023-2026 College and Career for All & Linked Learning Quality Standards

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2026 College and Career for All & Linked Learning Quality Standards

		Meeting the Standard	**Exceeding the Standard**
Integrated Program of Study *Student-centered learning connected to postsecondary and industry expectations*	**Equitable Admissions**	o The pathway has an equitable, open admissions policy based on student interest that provides all students access to high-quality college and career preparation. The emphasis on equity is made explicit in pathway, school and/or district admissions policies demonstrating that students of all socio-economic, racial, ethnic, and academic ability levels have access to a Linked Learning pathway experience. The pathway employs strategies to ensure it serves a student population that reflects the makeup of the school, district, and/or community in which it resides.	*There are no additional criteria for this category*
	1.1 Cohort Structure	o 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. o 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. o 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.	o With few identified exceptions, pathway students are in a pathway cohort class for 65% of their classes, or four or more classes, including a minimum of at least one CTE/ career-themed course.
	1.2 Complete Program of Study	o The pathway provides students with an integrated program of study that includes all courses necessary for a student to meet the qualifications for entrance to the state public university system. The program of study also includes a CTE/career-themed sequence of three courses. Core academic courses have some career content and vice versa (e.g., through thematic units, projects, or fully integrated courses).	

	1.3 Curriculum and Instructional Design and Delivery	o 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. o 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. o 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. o 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.	o Industry and postsecondary partners have multiple opportunities to participate in industry-infused curriculum design at all grade levels. o Pathway provides staff with continuous learning and improvement opportunities to ensure that pedagogy is culturally informed and instructional strategies are inclusive.
Integrated Program of Study *Student-centered learning connected to postsecondary and industry expectations*	**1.4 Assessment of Learning**	o Assessments align with and are designed to measure pathway student outcomes and graduate profile. They are designed intentionally to provide evidence of students' critical thinking skills and their complex understanding of the integrated curriculum. o Assessment design provides multiple opportunities throughout the pathway course of study for students to demonstrate their learning to a broader audience of peers, industry representatives, and/or other community members. o At least annually, students formally share their cross-subject, CTE/career-themed learning through a public demonstration of knowledge and mastery of content standards. These experiences are designed to enable students to practice skills that will be needed to successfully complete the pathway culminating project. o During their senior year of high school, all students are required to submit a culminating project (e.g., internship project, capstone project, or defense of learning) that builds upon the integrated program of study. This represents a rigorous summative assessment in which students demonstrate and reflect upon their academic, career/technical, and social-emotional knowledge in an authentic, experiential way. o Adaptations and alternative assessment methods are used when appropriate to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.	o To demonstrate growth in industry knowledge and workplace skills, pathway students complete a rigorous, summative, performance-based assessment at the end of their CTE/career-themed courses (e.g., certification exam or portfolio) and/ or participate in an end-of-internship exhibition of learning. o Pathway provides staff with continuous learning and improvement opportunities to ensure that equitable and culturally informed assessment strategies are in place.

	1.5 Early College Credit Opportunities	o Early college credit opportunities are available to all students through Advancement Placement courses, International Baccalaureate courses, and/or by formal agreement with a post-secondary partner to provide dual enrollment opportunities, articulated high school classes, or credit by exam. Pathway is able to demonstrate the degree to which students are participating in and obtaining credit through these opportunities.	o Through formal dual enrollment partnership(s), or equivalent, a majority of pathway students participate in and successfully complete early college credit opportunities. o The pathway team maintains data on student participation and success in early college learning opportunities, disaggregated by demographic subgroups (e.g., race/ethnicity, English language learners, individualized education plan participants), in order to monitor equitable access and outcomes for all students.
	1.6 Partner Input and Validation	o Postsecondary, industry, and other partners inform and validate the design and implementation of the pathway program of study, including pathway outcomes and student assessments. These partners assess the effectiveness and quality of the program on an ongoing basis, and this input is used to improve alignment to industry and postsecondary needs.	o Postsecondary, industry, and other partners work with the pathway team on curriculum co-design and co-validation through a formalized collaborative process to assess program quality, effectiveness, and alignment to postsecondary and industry expectations.

		Meeting the Standard	**Exceeding the Standard**
Work-Based Learning *A continuum of meaningful experiences with work and real-world applications of learning*	2.1 Work-Based Learning Plans	o 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. o The WBL plan is articulated with the program of study and pathway academic outcomes and/or graduate profile. o The WBL plan is informed by and/or validated by input from industry partners.	o Students customize their WBL plan and track their experiences based on pathway outcomes, district graduate profile, and/or personal goals. Students regularly reflect upon and update their plan, taking into account their postsecondary goals and plans.
	2.2 Student Work-Based Learning Experiences and Self-assessments	o 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 WBL internships or apprenticeships and to obtain industry certifications. o The pathway provides equitable access to high-quality WBL experiences for all students. All students participate in WBL self-assessments on a periodic basis throughout their pathway experience, and after individual WBL experiences. These self-assessments give students the opportunity 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 are also used to inform the WBL plan.	o A majority of students successfully complete an internship or similar experience in a placement aligned with the pathway theme. Success is measured against employer evaluation and industry and pathway outcomes. o The pathway team uses information from student self-assessments to evaluate the scope and quality of WBL experiences and to make ongoing program improvements.

2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness	- Industry partners and employers/supervisors evaluate individual student workplace readiness development and performance in WBL experiences on an annual basis at minimum. - Partners/supervisors assess the quality of student preparation and performance in WBL activities (professionalism, soft skills, etc.) and on skills and knowledge related to pathway outcomes. This feedback is used by students and teachers in meeting pathway and industry outcomes.	- Feedback and validation from employers occurs regularly and is used to improve the workplace readiness of students. Employers participate both in the preparation of students for the worksite and in the evaluation of student intern performance. - WBL data is tracked through a system that specifies clear student learning outcomes, metrics, and benchmarks. Employers participate to formally validate the work readiness of students.

		Meeting the Standard	Exceeding the Standard
Integrated Student Supports *Meeting the developmental needs of each young person to equip all for a successful transition to college and career*	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	The pathway assures a college and career culture by: • Making early college, dual enrollment, and other opportunities available on the high school campus • Sponsoring professional development for counselors, teachers, and other relevant staff on topics related to early college/career readiness awareness • Developing relationships with postsecondary institutions to promote successful student transitions to higher education Nearly 100% of pathway students achieve one or more of the following directly after graduation: • Enroll in a postsecondary institution • Attain an industry-recognized certificate • Enter a pre-apprenticeship or apprenticeship program • Enter the workforce, leveraging training and credentials acquired through pathway participation
	3.2 Student Orientation	o All students are prepared for pathway success through orientation activities that clearly communicate pathway academic and work-based learning expectations. In addition, all students are made aware of the academic and social-emotional support resources available to them and how those resources may be accessed. This information is provided at least on an annual basis and is accessible by parents and students.	
	3.3 Social-Emotional Skill Development	o 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.	o Through the program of study, the pathway standardizes protocols that regularly embed opportunities for students to reflect on their social-emotional learning and growth over time. o The pathway team routinely assesses and provides formative feedback related to the development of students' skills in social awareness, self-management, and a mindset of growth and self-efficacy.

	3.4 Individual Student Supports	o 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 in order to serve each individual student. o A system is in place to assess the efficacy of student supports based on progress of identified subgroups.	o Students benefit from regular check-ins with pathway team members to monitor progress against the plan. The pathway team engages families and leverages community assets to contribute to and serve students' academic and social-emotional needs in a more customized way. o Structured peer mentoring opportunities are integrated into intervention strategies.
	3.5 Student Input and Validation	o 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. o 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.	o Students often articulate the relevance of their program by serving as leaders, ambassadors, and spokespersons. They are valued partners and leaders in the continuous improvement process by providing regular feedback on the quality of their preparation and helping the pathway team incorporate this feedback into planning and future improvements.