

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N - 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 January 14,2025

Subject Services For: High School Linked Learning Office

Action Requested and Recommendation

Adoption of the Measures N and H Commission of the updates to the Linked Learning Quality Standards.

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

In order to foster a more integrated, equitable, and rigorous educational experiences for all OUSD students through Linked Learning, new resources and contextual guidance were added to enhance and clarify implementation, with emphasis on supporting diverse educational contexts for continuation schools, comprehensive high schools, certificate of completion programs.

Competitively Bid Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact Funding resource(s): Measure N and H

Attachments 24-3159 - Quality Standards Update

Introduction

The 2023-2026 *College and Career for All* & Linked Learning Quality Standards, promote a holistic approach to education that integrates rigorous academics, early college credit, career and technical education (CTE) standards, student supports, and work-based learning. This approach is built on two guiding principles: *College and Career Readiness as a Unified Goal* and *Integration and Coherence Across Educational Experiences*. Together, these principles underscore the belief that college and career preparation are inseparable, equipping all students with the skills, knowledge, and experiences needed to thrive in postsecondary education and career aspirations. By fostering integration, coherence, and equitable access, these standards ensure every student benefits from engaging and relevant learning experiences that prepare them for college, career, and community success.

Guiding Principle 1: College and Career Readiness as a Unified Goal

This principle emphasizes that high-quality Linked Learning pathways prepare students for both college and career without requiring them to choose one over the other. Students engage in rigorous academic coursework, early college credit, career exploration, and technical skill development that align with their aspirations. Recognizing that many high-wage, family-sustaining careers require postsecondary education, this principle ensures that pathways meet university entrance requirements while also preparing students for career aspirations. College and career preparation are inextricably linked. It reflects OUSD's commitment to integrated career and technical education program design and student-centered learning that bridges academics and real-world applications. (*Golden State Pathways Program (GSPP) Framework, California Department of Education, 2024*)

Guiding Principle 2: Integration and Coherence Across Pathway Educational Experiences

To maximize student success, pathways must function as a cohesive approach that connects academic learning, CTE standards, student support, and work-based learning into an integrated program of study. This integrated approach, consistent with the Linked Learning Quality Standards, ensures that academic and career-themed coursework are mutually reinforcing, fostering interdisciplinary connections and linking classroom concepts to practical, real-world experiences. Work-based learning opportunities, combined with comprehensive student support services, further promote equitable access and success for all learners. This integrated, coherent approach embodies Linked Learning's emphasis on providing meaningful, engaging, and relevant educational experiences tailored to both postsecondary and industry expectations. (*GSPP Framework, CDE*)

Integrated Program of Study

Student-centered learning connected to postsecondary and industry expectations

Meeting the Standard		What it Looks Like
1.0 Equitable Admissions	<ul style="list-style-type: none"> ○ The pathway has an equitable, open admissions policy based on student interest that provides all students access to high-quality college, career and community 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. 	<p>Why Integrated Programs of Study Matter:</p> <ul style="list-style-type: none"> ● Career Preparation: Aligns education with career themes, equipping students with skills for high-growth, high-wage jobs. ● College Readiness: Ensures students graduate prepared for postsecondary success, with transferable credits and credentials. ● Relevance: Links academics to career technical education, community and civic issues, and real-world applications, boosting student engagement and achievement. ● Equity: Expands access to postsecondary opportunities and reduces financial barriers for underrepresented students. ● Workforce Development: Builds a community of
1.1 Cohort Structure	<ul style="list-style-type: none"> ○ 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. <p><i>Exceeding standard:</i></p> <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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). 	

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Meeting the Standard

What it Looks Like

1.3 Curriculum and Instructional Design and Delivery

- Pathway core content (such as 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 learning 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.

Exceeding standards:

- Industry and postsecondary partners have multiple opportunities to participate in industry-infused curriculum design at all grade levels.
- Pathway provides staff with continuous learning and improvement opportunities to ensure that pedagogy is culturally informed and instructional strategies are inclusive

graduates equipped with the skills and awareness needed to pursue high-wage, high-demand careers, aligning with regional and state economic needs.

What Integrated Programs of Study Look Like

- **Seamless Pathways:**
Students complete A-G requirements and earn college credits through an industry-themed pathway, anchored by either a three-year CTE sequence or the systematic integration of CTE standards and industry skills into cohorted academic classes.
- **Real-World Connections:**
Internships and project-based learning integrate classroom content with industry standards.

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Meeting the Standard

What it Looks Like

1.4 Assessment of Learning

- Assessments align with and are designed to measure pathway student learning outcomes and OUSD Graduate Profile. They are designed intentionally to provide evidence of students' critical thinking skills and their complex understanding of the integrated curriculum.
- 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.
- 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.
- During their senior year of high school, all students are required to submit a culminating project (e.g., internship project, capstone project, and/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.
- Adaptations and alternative assessment methods are used when appropriate to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.

Exceeding standard:

- Industry and postsecondary partners have multiple opportunities to participate in industry-infused curriculum design at all grade levels.
- Pathway provides staff with continuous learning and improvement opportunities to ensure that pedagogy is culturally informed and instructional strategies are inclusive

- **Collaboration and Integration:** Pathways are supported by structures and processes—such as integrated projects and curriculum units, project-based learning, team teaching, common planning time for teachers, and lessons that embed CTE content in academic courses—that enable educators to integrate core academics and career-focused learning.
- **Aligned Education:** High school and college curricula/courses ensure smooth transitions and credit transfer.
- **Support Systems:** Mentoring, tutoring, and advising address barriers to success and instructional strategies that address the needs of diverse learners.
- **Collaborative Ecosystems:** Partnerships with employers, colleges, and

Integrated Program of Study

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Meeting the Standard		What it Looks Like
1.5 Early College Credit Opportunities	<ul style="list-style-type: none"> ○ 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. <p><i>Exceeding standard:</i></p> <ul style="list-style-type: none"> ○ Through formal dual enrollment partnership(s), or equivalent, a majority of pathway students participate in and successfully complete early college credit opportunities. ○ 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. 	<p style="text-align: center;">workforce boards drive program relevance, improvement and design.</p> <p>Strategies to Implement Integrated Programs of Study</p> <ul style="list-style-type: none"> ● Collaborative Adult Teams: Educators regularly collaborate to align elements of the program of study and ensure student success. ● Cohort Models: Group students into shared classes for coordinated, interdisciplinary learning. ● Early College Credit: Partner with colleges to provide early access to college-level courses. ● Partnerships: Employer partners meet with the pathway regularly and inform program components and design. ● Curriculum Integration: Embed career themes into academic courses/curriculum and aligned with industry standards.
1.6 Partner Input and Validation	<ul style="list-style-type: none"> ○ Postsecondary, industry, and other partners inform and validate the design and implementation of the pathway program of study, including pathway student learning 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. <p><i>Exceeding standard:</i></p> <ul style="list-style-type: none"> ○ 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. 	

Work-Based Learning

A continuum of meaningful experiences with work and real-world applications of learning

Meeting the Standard

What It Looks Like

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 student learning outcomes and OUSD graduate profile. 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.
- The WBL plan is articulated with the program of study and pathway academic outcomes and OUSD graduate profile.
- The WBL plan is informed by and/or validated by input from industry partners.

Exceeding the Standard:

- Students customize their WBL plan and track their experiences based on pathway student learning outcomes, OUSD Graduate Profile, and/or personal goals. Students regularly reflect upon and update their plan, taking into account their postsecondary goals and plans.

Why Work-Based Learning Matters:

- **Skill Development:** WBL enables students to acquire hands-on experience and build technical and professional skills necessary for success in careers of choice.
- **Academic Preparation:** Students learn the relevance and real-world application of academic and CTE standards through structured learning with industry professionals.
- **Career Exploration:** Students engage with industry professionals and gain insights into workplace dynamics, helping them make informed career decisions.
- **Equity and Access:** WBL offers all students, regardless of background, access to professional networks and social capital.
- **Employer Benefits:** Employers gain a talent pipeline and benefit from students' creativity and knowledge.

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Meeting the Standard

What It Looks Like

2.2 Student Work-Based Learning Experiences and Self-assessments

- All students successfully complete a range of WBL experiences, from career awareness activities to career training. The pathway provides opportunities for all students to pursue formal WBL internships or apprenticeships and to obtain industry certifications.
- 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. These reflections also inform students' postsecondary goal and plans. Feedback gathered through student self-assessments are also used to inform the WBL plan.

Exceeding the standard:

- 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.
- The pathway team uses information from student self-assessments to evaluate the scope and quality of WBL experiences and to make ongoing program improvements.

What a Continuum of Work-Based Learning Looks Like:

- **Structured Experiences:** Students participate in activities such as job shadowing, internships, pre-apprenticeships, and apprenticeships aligned with pathway curriculum and postsecondary goals.
- **Integration with Curriculum:** WBL is closely tied to academic and career technical education (CTE) coursework, ensuring a cohesive and relevant learning experience.
- **Feedback and Evaluation:** Students receive feedback from both educators and industry professionals to assess their development.
- **Collaborative Design:** Educators, employers, and community-based organizations collaborate to create meaningful WBL opportunities

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Meeting the Standard

What It Looks Like

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 student learning outcomes. This feedback is used by students and teachers in meeting pathway and industry outcomes.

Exceeding the standard:

- 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.

Sample Strategies of Work-Based Learning Implementation:

- **Develop a WBL Continuum:** Include career awareness (fairs, guest speakers), exploration (job site visits, interviews) preparation (job shadowing, projects, internships), and training (work experience, pre-/apprenticeships).
- **Cultivate Meaningful Industry Partnerships:** Collaborate with local employers for ongoing opportunities, input and feedback.
- **Integrate with Curriculum:** Align WBL with academic and CTE coursework for real-world application.

Integrated Student Supports

Meeting the developmental needs of each young person to equip all for a successful transition to college and career

Meeting the Standard

What It Looks Like

The pathway is successfully preparing students for college, career and community 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 and plans
- Helping students develop job application skills and make connections to apprenticeship and certification programs or other postsecondary training program

Exceeding the standard:

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 school counselors, teachers, and other relevant staff on topics related to early college/career readiness awareness
- Developing relationships with postsecondary institutions and organizations 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 a workforce training program, such as a community-based organization
- Enter the workforce, leveraging training and credentials acquired through pathway participation

Why Integrated Supports Matters:

- **Enhance Pathway Engagement:** Students are more likely to succeed when their supports are directly connected to their interests and caring adults.
- **Improve Completion:** Tailored supports reduce dropout rates by addressing pathway-specific academic or non-academic barriers.
- **Facilitate Transitions:** Students gain the tools and guidance to move seamlessly from the pathway to postsecondary or careers of choice.
- **Strengthen Workforce Readiness:** Aligning supports with pathway goals ensures students gain industry-relevant skills and certifications.

What Pathway Integrated Supports Look Like:

- **Collaborative Adult Teams:** School Counselors, Assistant Principals, Special Education Case Managers, and other Specialists collaborate

<p>3.2 Student Orientation</p>	<ul style="list-style-type: none"> ○ 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 families and students. 	<p>regularly with pathway teachers to design and progress monitor integrated student supports, including but not limited to interventions for absenteeism and discipline and support for credit recovery, dual enrollment, college and career planning, financial aid, and related applications for specific postsecondary plans.</p>
<p>3.3 Social-Emotional Skill Development</p>	<ul style="list-style-type: none"> ○ 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. <p><i>Exceeding the standard:</i></p> <ul style="list-style-type: none"> ○ 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. ○ 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. 	<ul style="list-style-type: none"> ● Tailored Academic Support: Offer tutoring and coordinated, integrated scaffolds in pathway-relevant subjects to ensure success (i.e. math support for

3.4 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 in order to serve each individual student.
- A system is in place to assess the efficacy of student supports based on progress of identified subgroups.

Exceeding the standard:

- 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.
- Structured peer mentoring opportunities are integrated into intervention strategies.

engineering or STEM pathways).

- **Industry-Aligned Mentorship:** Connect students with professionals in the pathway's field, such as chefs, engineers, or construction managers.
- **Career Counseling:** Focus on career exploration to inform postsecondary plans and high school program of study, guiding students toward clear and chosen career goals.
- **Work-Based Learning Preparation:** Ensure students have the professional skills needed for internships or

3.5 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 career, and community 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.

Exceeding the standard:

- 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.

apprenticeships tied to the pathway and postsecondary goals and plans.

- **Equity in Pathway Access:** Support underrepresented students in navigating pathway-specific challenges, such as access to internships in competitive fields.

Sample Strategies to Implement Integrated Student Supports:

- **Career Counseling:** Offer pathway-focused guidance on postsecondary options, certifications, and careers, supported by resources like career maps and tailored advising sessions.
- **Social-Emotional Learning (SEL):** Train staff to integrate SEL into curricula, fostering teamwork, resilience, and professional skills relevant to the pathway.
- **Work-Based Learning Supports:** Prepare students for internships or apprenticeships with skills training and align these experiences with academic and CTE curricula.