# Enhancing Linked Learning Pathways:
## College & Career for All & Linked Learning Quality Standards

**Expanding Context, Guidance, and Equity Across Educational Settings for Linked Learning Implementation**

Presented to: Measures N and H Commission

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# Why Update the Standards Document?

**Goal:** Foster integrated, equitable, and rigorous educational experiences for all OUSD students through Linked Learning

- The core standards remain mostly **unchanged**
- New **resources and contextual guidance** were added to enhance and clarify implementation
- Emphasis on supporting **diverse educational contexts**: continuation schools, comprehensive high schools, certificate of completion programs
- Promote **equitable access** to Linked Learning pathways and experiences

# Proposed Change #1: Introduction and Guiding Principles

- **Introduction to the Standards:**
  - The 2023-2026 standards promote a holistic approach to education by integrating academics, Career Technical Education (CTE), work-based learning, and student support services
  - Focus on fostering equity, coherence, and student-centered pathways
- **Principle 1: College, Career, and Community Readiness as a Unified Goal**
  - Pathways prepare students for both college, career, and community
  - Integrates academic, CTE, early college credit, work-based learning, and student support services
  - Addresses both workforce readiness, postsecondary success, and civic engagement
- **Principle 2: Integration and Coherence**
  - Aligns academic learning with real-world experiences and industry theme, informing and supporting postsecondary goals and plans
  - Interdisciplinary, work-based, and CTE-focused learning

# Proposed Change #2: The Why, What and How

**Revised Column:** This column is now organized to address three core questions:

- **Why:** The rationale behind each standard and its impact on students
- **What:** Key elements that define and illustrate the standard in practice
- **How:** Sample strategies for implementation

This structure ensures clarity, connects the standards to tangible outcomes, suggests effective strategies and supports equitable and effective pathway development in various contexts

# Proposed Change #3: Alignment with OUSD Strategic Priorities

**Key Terminology Revisions Reflecting OUSD's Values and Priorities:**

- **Inclusive Language:** "Community" now explicitly included alongside "college and career" to emphasize holistic readiness and preparation.
- **Expanded Postsecondary Focus:** Language now highlights workforce training organizations as vital postsecondary options, broadening pathways beyond traditional college routes.
- **Empowering Career Pathways:** "Careers of choice" replaces "workforce" to reflect student agency, aspirations, and alignment with personal goals.
- **OUSD Student Outcomes:** "OUSD Graduate Profile" in lieu of "graduate profile" and "pathway student learning outcomes" in lieu of "pathway outcomes"

# Additional Guidance Resources: Models

**Oakland Unified School District**
**Linked Learning &**
**College and Career Pathway Models**

Oakland Unified School District high schools provide pathways that prepare students for college, career, and community readiness. While all students are in a linked learning pathway, there are diverse college and career readiness models that achieve or complement the linked learning pathway, including traditional Career Technical EducationPathways, California Partnership Academies (CPAs), and 9th-grade Houses.

**Linked Learning Approach:** Fully integrates rigorous academics, CTE, work-based learning, and robust support. To qualify as a Linked Learning pathway, schools must offer a cohorted learning experience whereby students experience at least half of their day in a substantial, coherent three-year CTE sequence or integrated CTE standards, early college credit, and comprehensive support services. Career-themed integration alone is insufficient; academic and work-based learning must be systematically aligned. *Consideration: To receive Measure H funding, schools must demonstrate full implementation of the linked learning approach for all students.*

**Overview of Models with Considerations:**

- **California Partnership Academies (CPAs):** Offer a three-year, career-themed small learning community model that integrates academics, CTE, and industry partnerships. These academies target specific cohorts and demographics and are more narrowly focused. *Consideration: CA Partnership Academies are funded at $81,000 per pupil and require fidelity to the model.*
- **9th Grade Houses/SLCs:** Focus on enhancing the freshman experience through personalization, teacher collaboration, and engagement strategies. These models aim to reduce dropout rates but do not require a CTE sequence or career theme integration. *Consideration: Ninth-grade houses can be a strategic way to provide a cohorted experience that prepares students for a linked learning pathway.*
- **Traditional CTE Pathways:** Provide structured courses focused on technical skill development in specific career fields. These pathways are less integrated with academics or work-based learning. *Consideration: CTE pathways that have a sequence of at least a concentrator and capstone are taught by a CTE-credential teacher in a qualifying sector, that teaches 100% of the CA Department of Education's CTE standards in that pathway can be eligible for Perkins funding for those classes.*

**Linked Learning Pathway Requirements –** To meet Linked Learning criteria, pathways must provide, at minimum:

1. **A Three-Year CTE Sequence or Integrated CTE Content:** A dedicated three-year Career and Technical Education (CTE) sequence or

### College & Career Pathway Models

- Linked Learning is an approach
- Multiple models and complementary programs exist
- Support schools to navigate choices in implementation design

# Additional Guidance Resources: Outcomes

## Draft Linked Learning Pathway Experiences and Outcomes for All Students
### Oakland Unified School District 2025

Oakland Unified School District's College and Career for All & Linked Learning pathways ensure all students—both diploma-bound and those earning a certificate of completion—develop the skills, knowledge, and confidence needed for success beyond high school. These shared experiences and outcomes define a clear vision of academic mastery, career readiness, social-emotional growth, and real-world application, guiding every learner toward meaningful postsecondary options, fulfilling careers, and vibrant participation in their communities.

Student experiences and outcomes for the standards in Oakland Unified School District's Linked Learning pathways include:

### 1. Academic and Career Preparedness
*All Students:* Demonstrate integrated academic and career-related content mastery, critical thinking, problem-solving, and workplace competencies, preparing them for success in postsecondary pathways and in-demand industries.
*Certificate of Completion Focus:* Emphasize practical career and life skills through tailored learning experiences aligned with individual strengths, interests, and transition goals.

### 2. Equitable Access and Achievement
*All Students:* Benefit from culturally responsive instruction, integrated supports, and inclusive environments so all learners—especially English learners, students with special needs, and those from diverse backgrounds—achieve equitable outcomes.
*Certificate of Completion Focus:* Receive customized accommodations, resources, and instructional strategies designed to foster meaningful academic, social, and career growth.

Linked Learning Pathway Experiences & Outcomes

- Defining outcomes and experiences supports equitable implementation
- Provides learner-focused guidance that goes beyond "the three domains" to what students should know and be able to do as a result of pathways
- Highlights what it looks like to prepare all students, including those working toward a Certificate of Completion, for college, career, and community

# Questions for the Commission

- What do you like about the proposed changes?
- What concerns or questions do you have?